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ABSTRACT

This curriculum guide is designed for the Arabic language training of Peace Corps workers in Tunisia, and reflects daily communication needs in that context. An introductory section describes the materials' organization and competency-based approach, and lists the 28 specific competencies targeted and the constructions taught within each competency. Subsequent sections address the competencies individually, listing the lesson topic, competency, specific constructions (in Arabic) for the lesson in each language skill area (listening, speaking, reading, writing), vocabulary list, cultural notes, and additional references. Topics include greetings and introductions, self-identification, classroom communication, postal services, telephone use, shopping, food and restaurants, describing preferences, requesting directions, family and family life, seeking medical assistance, transportation, describing work, travel, obtaining needed papers, responding to incidents, housing, invitations, emergency assistance, clothing, appropriate response in political and religious discussions, health, kitchen utensils and cooking, responding to police identity checks, and bargaining. Brief notes on trainee evaluation are appended. (MSE)

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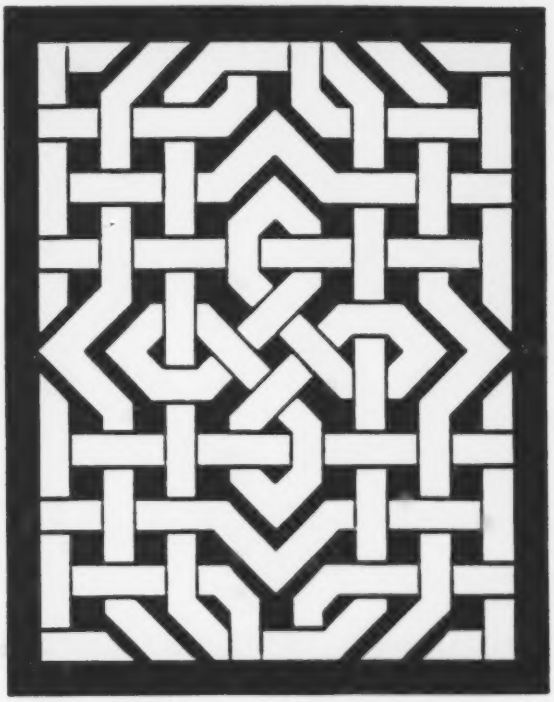
PEACE CORPS
TUNISIA

COMPETENCY BASED LANGUAGE EDUCATION

CURRICULUM GUIDE



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DEVELOPED BY *ABDESSALEM CHOURA*
FOR **PEACE CORPS TUNISIA**

NOVEMBER-DECEMBER. 1993

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INTRODUCTION

This Curriculum would not have seen the day without the great work atmosphere of Peace Corps Tunisia; I have been having a constant support from all Peace Corps staff, and especially our Country Director John E. Roberts to whom I would like to express my deep respect. I would like also to extend my sincere gratitude and respect to all Volunteers I worked with since Fall 1991, they have provided me with invaluable advice and feedback.
I should not forget Peace Corps instructors who have always been an excellent resource for me in reviewing and updating this Curriculum based on their observations of Volunteers' interactions, needs and interests.
Ridha Labidi who did not spare an effort to help finalize this curriculum, i.e. in copying, adjusting, binding and reduplicating merits a pat on the back.
To all those who contributed to this newly born reference I feel very indebted.

This curriculum is merely a blueprint; an educational plan. It gets its power from the teachers who shape and implement it and from the learners equally who act upon it. Needless to say that the more creative and experienced language teachers are, the more effective and successful this curriculum will be in achieving its desired goals. That is certainly competent Volunteers both in communication and culture of the target language.

The following Sections include a design rationale, a list of competencies and their correspondent grammatical points, as well as, single outlines of each competency.

DESIGN RATIONALE

It is true that learning a second/foreign language is not as easy as learning one's first language; learning a first language is considered by some people as part of one's natural growing. This does not mean, however, that adults can not learn or excel in learning a new language. What changes with age is how and where learning is performed.

Peace Corps' Prospective Volunteers represent a wide range of age, professional experiences and backgrounds. They also represent an enormous variety of educational experiences, including previous foreign language learning. This in itself facilitates the learning process because these learners are linguistically competent, i.e. they make comparisons and generalizations, in addition to being independent, which implies knowing exactly what they are supposed to learn and how to learn it. It is also of a great help to the instructor because adult learners will give input and make the class more active and teaching more fun.

Contrary to the positive points adult learners may bring to teaching, some of them may find difficulty in learning and this is due health reasons or personal ones. With hearing loss and visual acuity decline, understanding of words and production of new sounds become difficult. If one finds some difficulty adjusting to the new environment and/or thinks about one's relatives whom he/she left behind, this could become a hinder from learning the language too. Understanding the adult learner and adjusting to the learning environment are crucial to successful language learning. Needless to say that strategies and techniques of teaching should always be remembered. Techniques that do not match or fit with adult learners should not be be taken wholeheartedly, i.e. those that rely on rote learning, speed, etc. . A long explanation about grammar or visual and auditory acuity should be avoided too. In contrast, techniques that facilitate and enhance learning should be reinforced, i.e. games (this should not turn, as a matter of fact, into a competition either), activities, role plays and experiential learning.
It is no wonder that there is a big overlap between the characteristics of adult learning and the Competency-Based Approach.

The language program should respond to the language learning needs of a range of participants. The Competency-Based Approach has been

adopted in part because it seems well-suited to older learners. Rather than focusing on an arbitrary sequence of academic material (which might appeal most to recent college graduates), the Competency-Based curriculum puts the learners' real-life needs at the center of the program. For example, one of the participants may be an environmental engineer with over 20 years of professional experience and no previous foreign language study, and with a learning style that favors experimentation and participation rather than analysis and memorization. This participant would probably have less success in a program which emphasized grammar than in one which included roleplays and assignments in the community.

Competency-Based language teaching is flexible in terms of time, learning style and instructional techniques. Learners are not supposed to master all aspects of the language before starting practice, they are immersed and practice while learning. One point to remember is that there are no failures in a Competency-Based language classroom; learners have the possibility to practice a competency as aspects of the language are recurrent through the topics, visits and everyday practice. What counts most is what one says and not how to say it, as long as there is no break of communication.

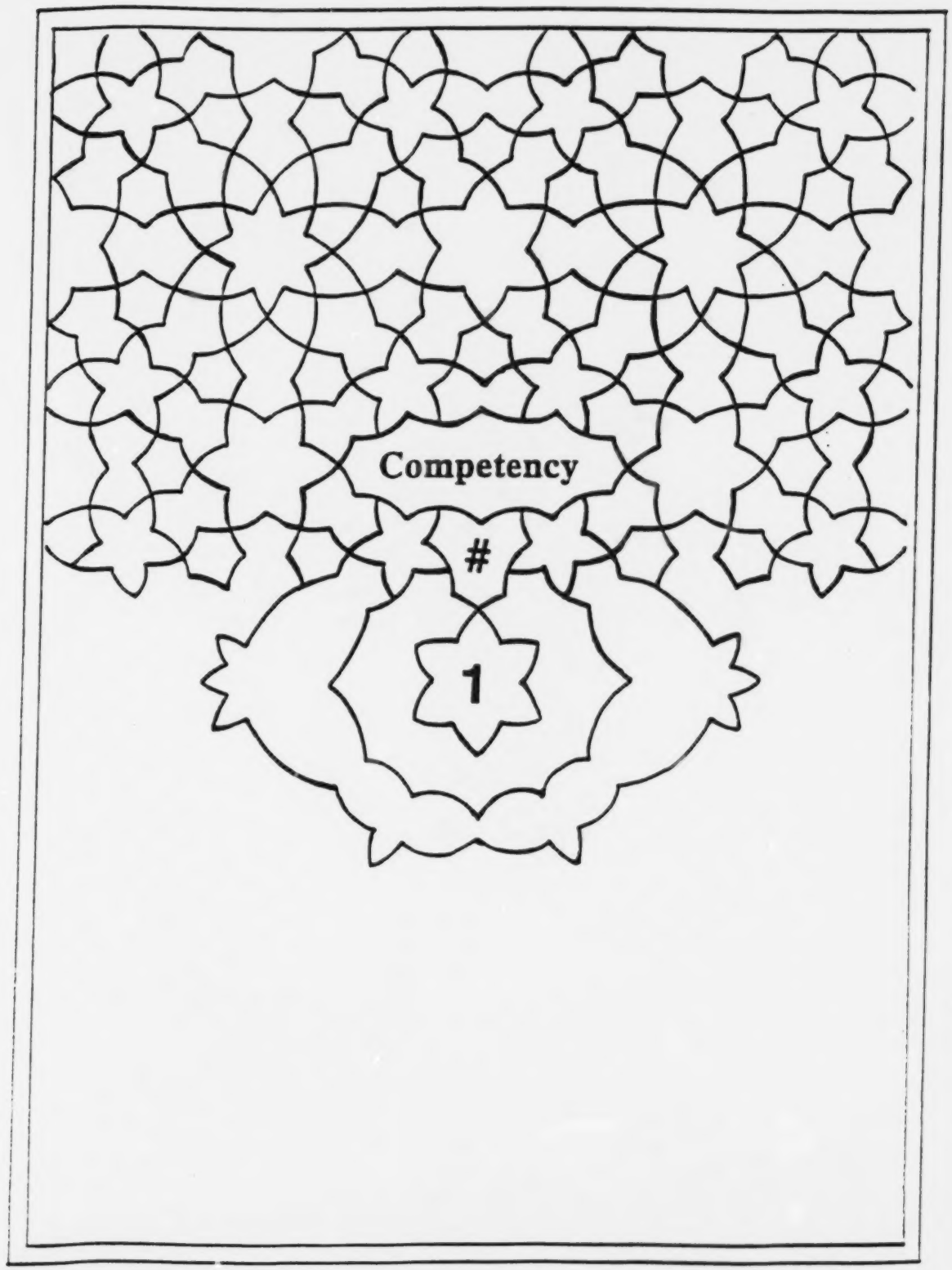
The following section will include the full list of competencies that emerged from a variety of needs assessment techniques and their correspondent grammatical points.

LANGUAGE COMPETENCIES AND THEIR CORRESPONDING GRAMMATICAL POINTS.

- **Exchange appropriate ritualistic greetings.**
* Question words (ash, shnu).
* Possessive pronouns (i/ya, (i)k, h/u ...).
* Personal pronouns (ana, inti ...).
- **Identify self and others.**
* Question words (mni:n, qadda:sh).
* Declensions of Nouns and Adjectives (mas. & fem.).
* Prepositions (min, l...).
* The future.
- **Respond to classroom instructions.**
* The imperative of some verbs (Hill, sakkir, a:qif, etc.).
* The present tense.
* The negative form of the verb.
- **Send and receive mail/telegrams.**
* Declension of numericals (wa:Hid, waHda)
* Conjunctions (walla).
* Questions words (l wi:n, bqadda:sh).
* Conjugation of all verbs given - in the imperative- followed with object pronouns.
- **Make local and long distance telephone calls.**
* Conjugation of some verbs in the present (ya3mil, yHibb, yib3ath).
* Declension of question words (shnu, shniya).
- **Purchase food and personal items.**
* Use of the interrogative with no question words (yes/no questions).
* The structure (I need).
* Countables and non-countables (zi:t, 3dham, etc.).
* Singular and plural of some nouns
- **Order food at a restaurant and order drinks at a café.**
* Use of some adjectives and their opposites (sxu:n, ba:rid, ba:hi, xa:yib, etc.).
* Some complex transitive verbs and their conjugation in the imperative (a3Ti:ni, ji:bli, zi:dni).
* Review of the present with those verbs.
- **Describe Tunisian eating habits and characteristic foods.**
* Concord between nouns and adjectives (feminine adjectives with feminine nouns, etc.).
* Use of opinion expressions like (fi ra:yi).
* Intensifiers and their position (placed before nouns and after adjectives).
- **Describe eating and drinking preferences.**
* Use of the distributive (la ... la ...)
* The comparative and the superlative.
* Alternative questions (ama xi:r ... walla ...).
- **Ask for and follow directions.**
* More question words (kifa:sh).
* Relative pronouns (illi).
* Preposition of location (wra, mqa:bil, etc.).

- **Exchange information about families.**
* Declensions of irregular adjectives (fem. & mas.).
* Conjugation of (ma za:l).
* Negation of adjectives.
- **Describe Tunisian family life and relationships.**
* Use of frequency adverbs (sa3a:t, di:m, etc.).
* Use of the causal conjunction (3la xa:Tir).
* Use of reflexive personal pronouns (waHdi, waHdu, etc.).
- **Seek medical advice and help.**
* Introduction of the structure (qaddash 3andha.).
* Use of the imperative and its plural.
- **Select means of transportation considering time, distance and availability.**
* Use of *thamma* to mean there is.
* Reviewing the comparative form.
* Reviewing the future.
- **Describe Peace Corps mission in Tunisia.**
* Introduction of the past tense (verbs of the first type).
* The two different ways of using the dual (xubza/xubzti:n).
- **Design a travel plan to specific locations.**
* Introduction of modal auxiliaries (ynajjim, yilzim, etc.).
* The present tense of verbs related to time (yuxruj, yuSil, etc.).
- **obtain a *carte de sejour*.**
* Use of the demonstratives and their declension.
* Use of *bash* meaning to/in order to.
- **Respond to "hassling" incidents.**
* Conjugation of object pronouns after prepositions (m3aya, m3a:k, etc.).
* The negative form of the verb to have.
* Review of the imperative.
- **Describe housing preferences & purchase housing needs.**
* Use of the expressions of need *naqisni* and *Hashti* .
*Introduction of the present progressive.
* Use of some expressions of preference (maDa biyya).
* The present form of the impersonal verb *yizzi* with all object pronouns.
- **Proffer/accept/decline invitations.**
* Idiomatic expressions.
* Introduction of the expression (hayya) .
* Review object pronouns and their connection to adverbs (baHDaya).
- **Request and get emergency help.**
* The passive voice.
* Introduction of the past tense (verbs of the second type).
* Use of interjections like (ijri:w li).
- **Purchase clothing.**
* More question words (bqaddash).
* Use of the interronegative.
* More verbs in the imperative form.
* The plural of colors and some items of clothing.
- **Respond appropriately in political & religious discussions.**
* Expressions like (xalli, niHtfadh b ra:yi/let alone, keep one's thoughts to oneself, etc.).
* Use of expressions of wish (rabbi yahdi).
* Review of the imperative combined with object pronouns.

- **Describe common ailments.**
* Introduction of the present perfect (tawwa 3andi).
* Introduction of the past tense (verbs of the third type).
* Sentence openers (yudhhirli. bidhdhahir).
- **Maintain a house/apartment (contracts, moving in, paying rent, and bills).**
* Review of modal auxiliaries.
* Introduction of the expression (fil waqt).
* Review of the relative pronoun (illi).
- **Describe basic kitchen utensils and their use.**
* Introduction of the past tense (verbs of the fourth type).
* Expansion of prepositions.
* Use of structures (kifa:sh ta3mil bash ...?).
* The impersonal pronoun after verbs in the present (masculine and feminine forms).
- **Respond to police identity checks.**
* Introduction of the present participle of some verbs (ma:shi. ra:qid. etc.).
* Review of the demonstrative pronouns.
* Review of the past tense of verbs of the fourth type.
- **Bargain appropriately.**
* Review of the imperative with some verbs.
* Review of the present tense.
* Introduction of the structure (tawwa + verb in the present)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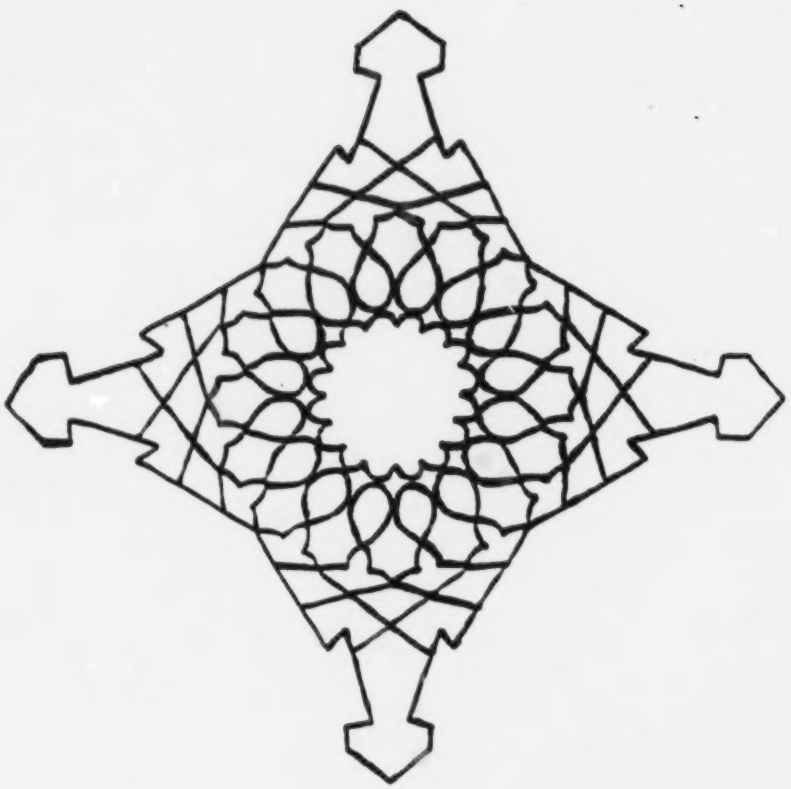


TOPIC: CLASSROOM ORIENTATION AND EXPRESSIONS

COMPETENCY: EXCHANGE APPROPRIATE RITUALISTIC GREETINGS
GOAL

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING

3asiāma عسلامة

SbāH il xi:r صباح الخير

tiSba3 la xi:r تصبح على خير

shnu Hwā:lik? شنو حوالك؟

shnu Hwā:l ____ ? شنو حوال ____؟

shnu / 3andik jdi:d? شنو عندك جديد؟
āsh / آش /

nha:rik Tayyib نهارك طيب

nshu:fik / ghudwa نشوفك غدوة.
/ ijjim3a ijjā:ya / الجمعة الجاية
/ la3shiyya / العشية

SPEAKING

3asiāma عسلامة

SbāH il xi:r صباح الخير

tiSba3 laxi:r تصبح على خير

____ shwayya ____ شوية
la bā:s, Hamdullah لا باس حمد الله

la bā:s, bark allahu fi:k لا بلس بارك الله فيك
la bā:s, y3ayshik لا بلس يعيشك

Hatta shay حتى شي.

w inti zā:da وانت زادة.

in shallah! ان شاء الله!

READING

WRITING

GRAMMATICAL FOCUS

Question words.

ās<u>h</u>, s<u>h</u>nu آش...شنو

Possessive pronouns

i/ya	ـي/ـيا
(i)k	ـك
h/u	ـه/ـو
ha	ـها
na	ـنا
kum	ـكم
hum	ـهم

Personal pronouns

āna	أنا
inti	أنت
huwa	هو
hiya	هي
aHna	إحنا
intu:ma	انتوما
hu:ma	هوما

Declension of adjectives (mas. & fem.)

CULTURAL NOTES

Tunisian-Arabic is a right to left language, i.e. word order in sentences is different from other languages

Tunisians use many religious and euphemistic words

"To be" does not have a conjugated form in the present like in other languages

Adjectives are declined according to the gender and number of the preceding noun

VOCABULARY

Nouns

Family members

umm	أم
xu	خو
uxt	أخت
bu	بو
3amm	عم

Times of the day

Sbā:H	صباح
3s<u>h</u>iya	عشية
nha:r	نهار
li:l	ليل

Adjectives

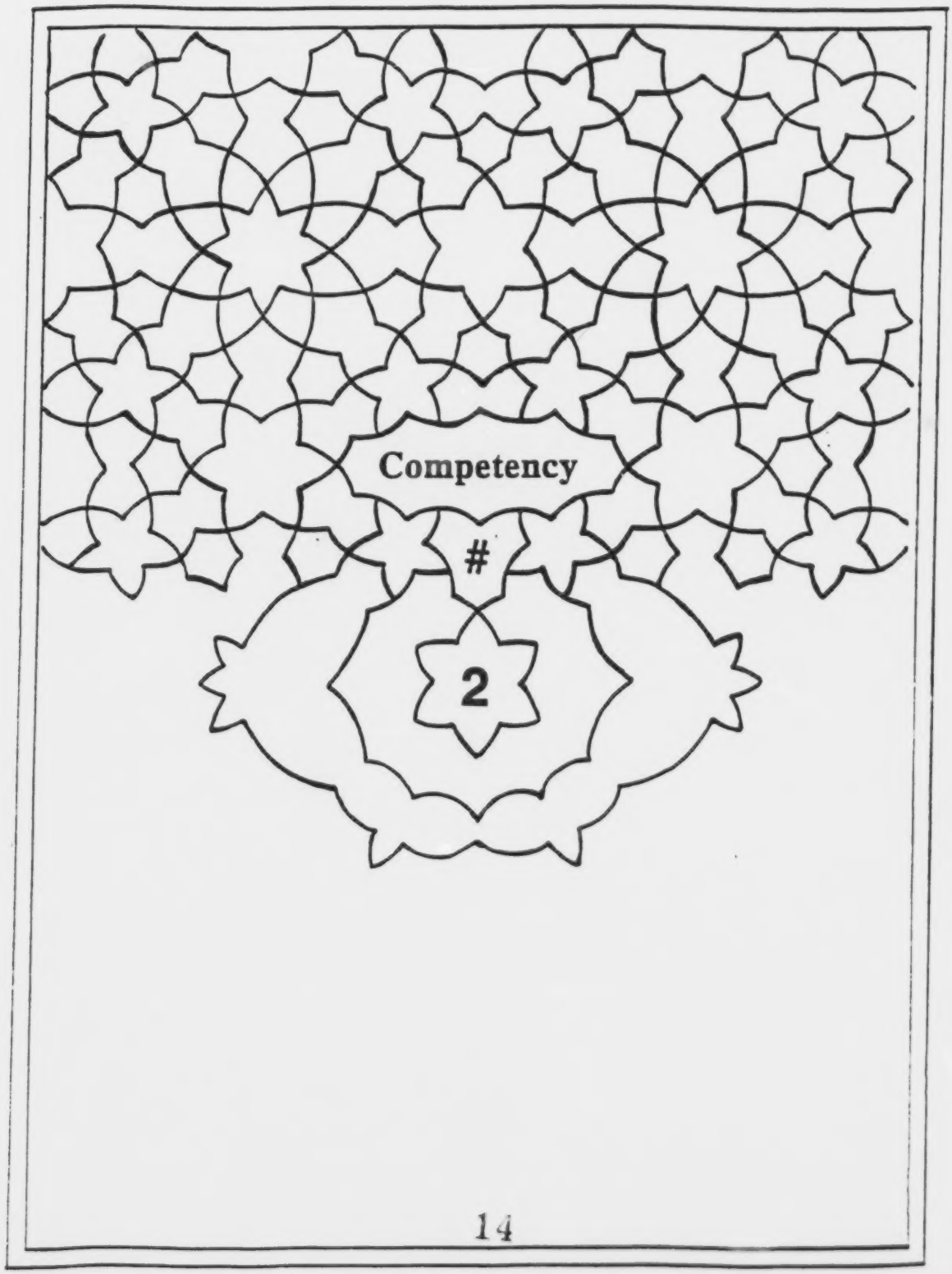
ta3bā:n	تعبان
mri:d<u>h</u>	مريض
mitqallaq	متقلق
jdi:d	جديد

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book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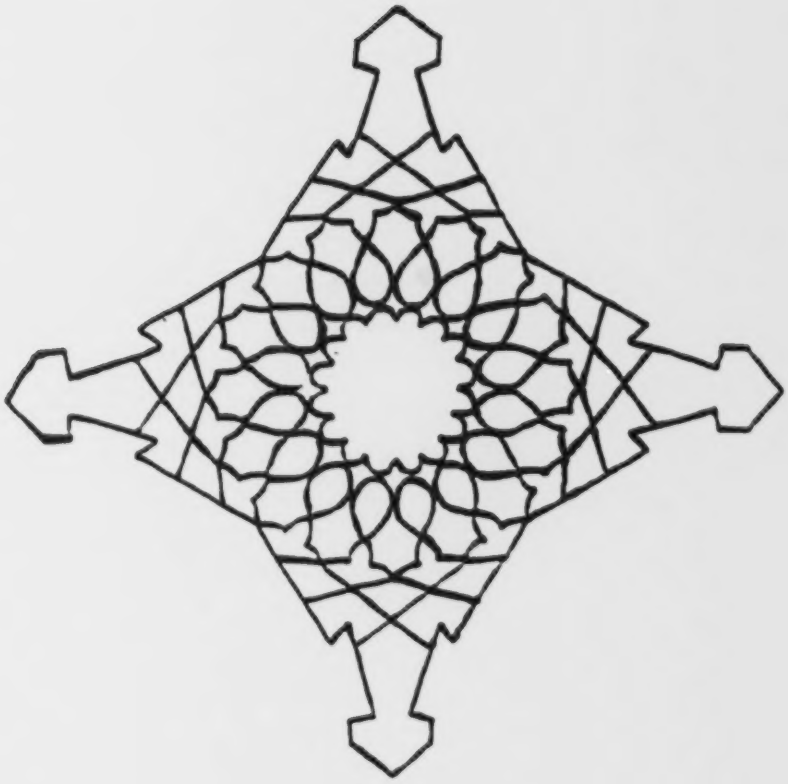

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TOPIC: PERSONAL INFORMATION

COMPETENCY: IDENTIFY SELF AND OTHERS
GOAL

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING	***SPEAKING***
shnu / ismik ? ؟..شنو../إسمك āsh / آش.../	ismi: ____. .____ إسمي....
mni:n inti ? ؟.....منين..انت	ā:na min ____. .____ أنا من....
inti / fransa:wi ؟ انت/فرنساوي / fransawiya ؟ فرنساوية/	la,ā:na / amarikāni لا،انا/أمريكاني / amarikāniya أمريكانية/
āsh ta3mil fi tu:nis ؟ آش..تعمل في تونس	āna mitTawwa3 / mitTaw3a /أنا متطوع fi hayit issalā:m متطوعة في هيئة السلام
qaddāsh bāsh قدّاش...باش... tuq3ud fi tu:nis ؟ تقعد في...تونس؟	3ā:mi:n عـاميـن
wi:n / tuskun ؟ ؟..وين../تسكن / tixdim ؟ ؟..تخدم/	nuskun / fi ____. .____ نسكن في.... nixdim / نخدم/
nqaddim lik ____. .____ نقدم لك....	nitsharfu نتشرفو
titkallim bil3arbi ؟ تتكلم بالعربي...؟	shwayya bark شوية..برك
ya3Ti:k iSSaHHa ! ! يعطيك الصحة	y3ayshik يعيشك..

READING	***WRITING***

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GRAMMATICAL FOCUS

Question words
- mni:n منين
- qaddā:sh قداش
- wi:n وين

Prepositions
- li لـ
- fi في
- min من

The dual
- 3ami:n عامين
- nhari:n نهارين

The future
- bāsh+ verb in the present

Declension of nouns (mas. & fem.)

CULTURAL NOTES

Tunisians are always impressed with foreign people who speak their language

Arabic is associated with Islam

Only a few Tunisian people know about Peace Corps

VOCABULARY

Nouns
- mitTawwa3 متطوّع
- 3a:m عام
- amari:kā أمريكا

Verbs
- ya3mil يعمل
- yuq3ud يقعد
- yitkallim يتكلّم

Adjectives
- fransa:wi فرنساوي
- amarikāni أمريكاني

Adverbs
- bark برك

REFERENCE BOOKS

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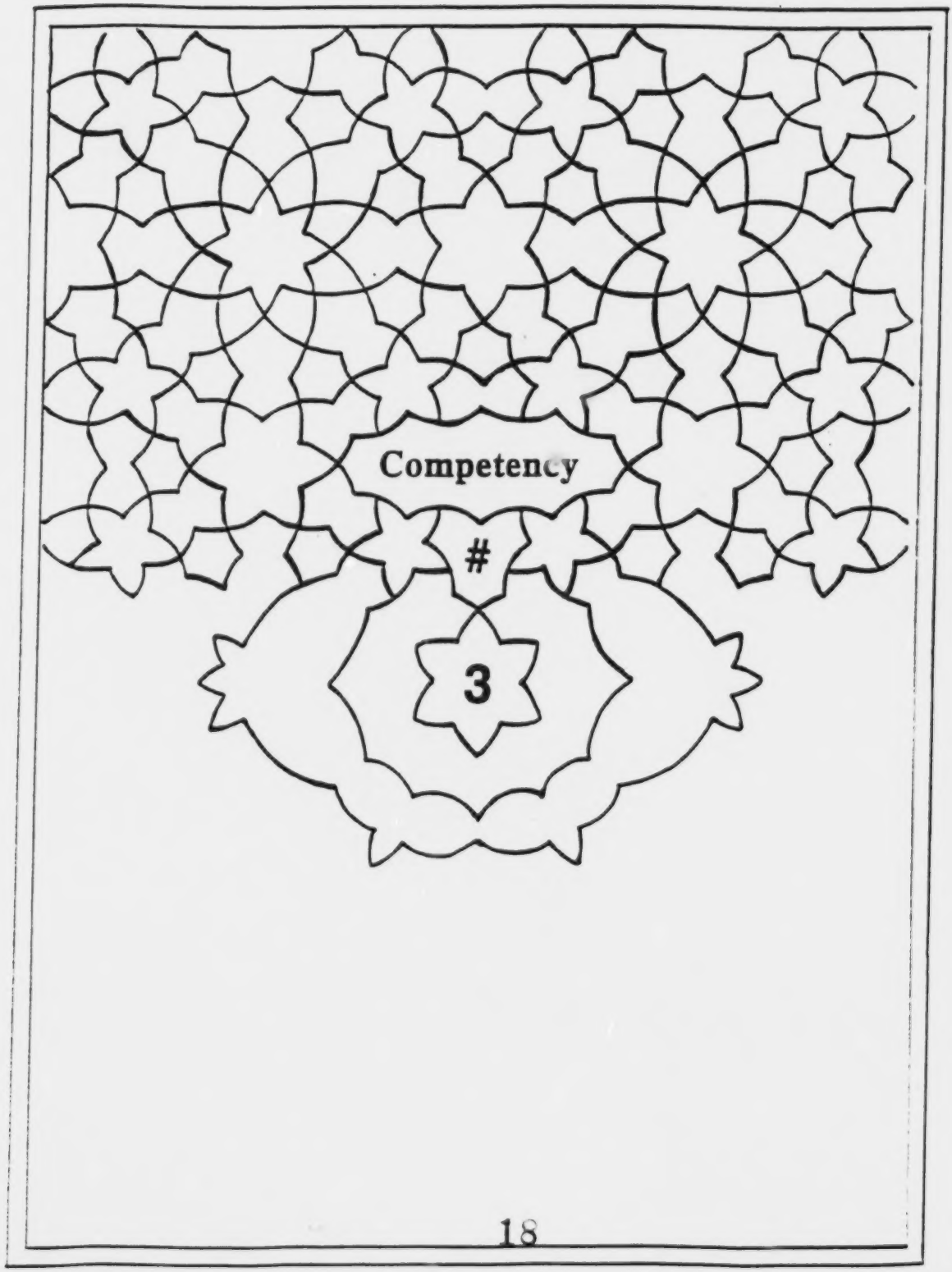
English Tunisian-Arabic Dictionary

Arabic Phrase Book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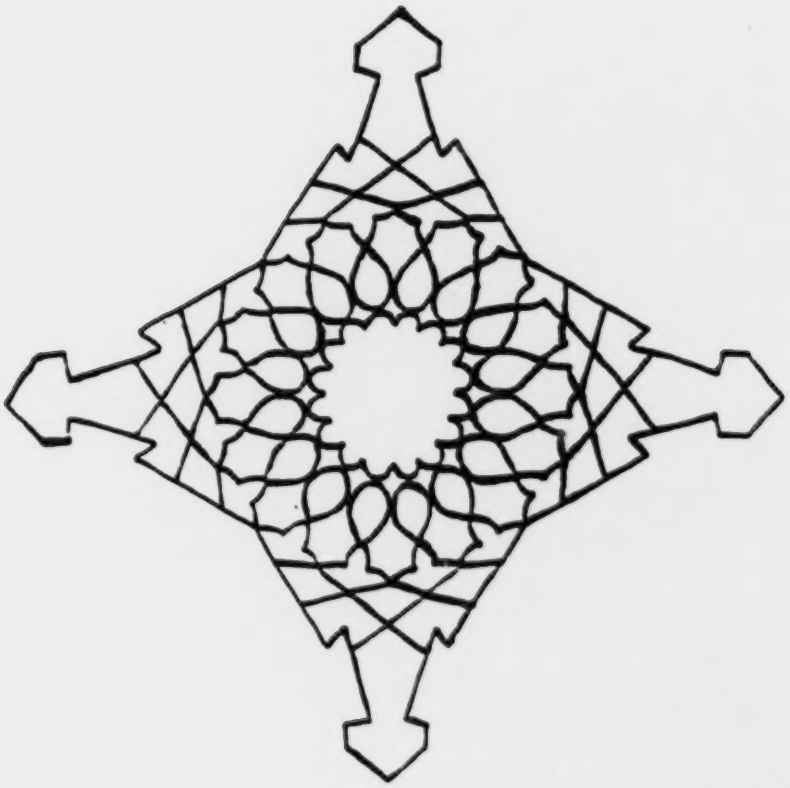

TOPIC: CLASSROOM ORIENTATION AND EXPRESSIONS

COMPETENCY: RESPOND TO CLASSROOM INSTRUCTIONS
GOAL

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING	***SPEAKING***
tfadhdhal/udxul تفضّل/ادخل /uxruj ../اخرج	bishwayya y3ayshik بالشويّة يعيشك
uq3ud .اقعد	sā:maHni 3andi suā:l سامحني عندي سؤال
ā:qif/u:qif آقف/أوقف	mā fhimtish ما فهمتش....
sakkir/ il bā:b سكّر/...الباب Hil/ حل/	ki fā:sh nqulu ..... bil3arbi?
i:ja I /hu:ni ايجا/.هوني / hna هنا/	ā:sh ma3nā:hā? آش معناها؟
isma3 qbal اسمع قبل...	min fadhlik 3a:wid .من فضلك عاود
3a:wid! عاود!	
fhimt? فهمت؟	
yizzi y3ayshik يزّي يعيشك	
arja3 I blaStik أرجع لبلاصتك	

READING	***WRITING***

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GRAMMATICAL FOCUS

Question words
kifā:sh كيفاش

The Imperative
3a:wid (sing.) عاود
3a:wdu (pl.) عاودو

The Present Tense
3andi عندي
3andik عندك
3andu عندو
3andha عندها
3andna عندنا
3andkum عندكم
3andhum عندهم

Prepositions
bi بـ

The Negative Form
mā+verb+ish ما+ش

CULTURAL NOTES

Tunisian-Arabic does not have a verb for "to have". Instead, people use the prepostion "3and" conjugated with all pronouns

Tunisians frequently use the imperative without using the magic word "please" in their discourse. As a matter of fact, one should not take it as an offense

Notice the use of borrowed words from Italian such as "blaSa"

VOCABULARY

Nouns
blaSa بلاصة
suā:l سؤال
ma3na معنى
bā:b باب

Verbs
yudxul يدخل
yuq3ud يقعد
yqu:l يقول
y3a:wid يعاود
yā:qif يقف
yji: يجي
yisma3 يسمع
yifhim يفهم

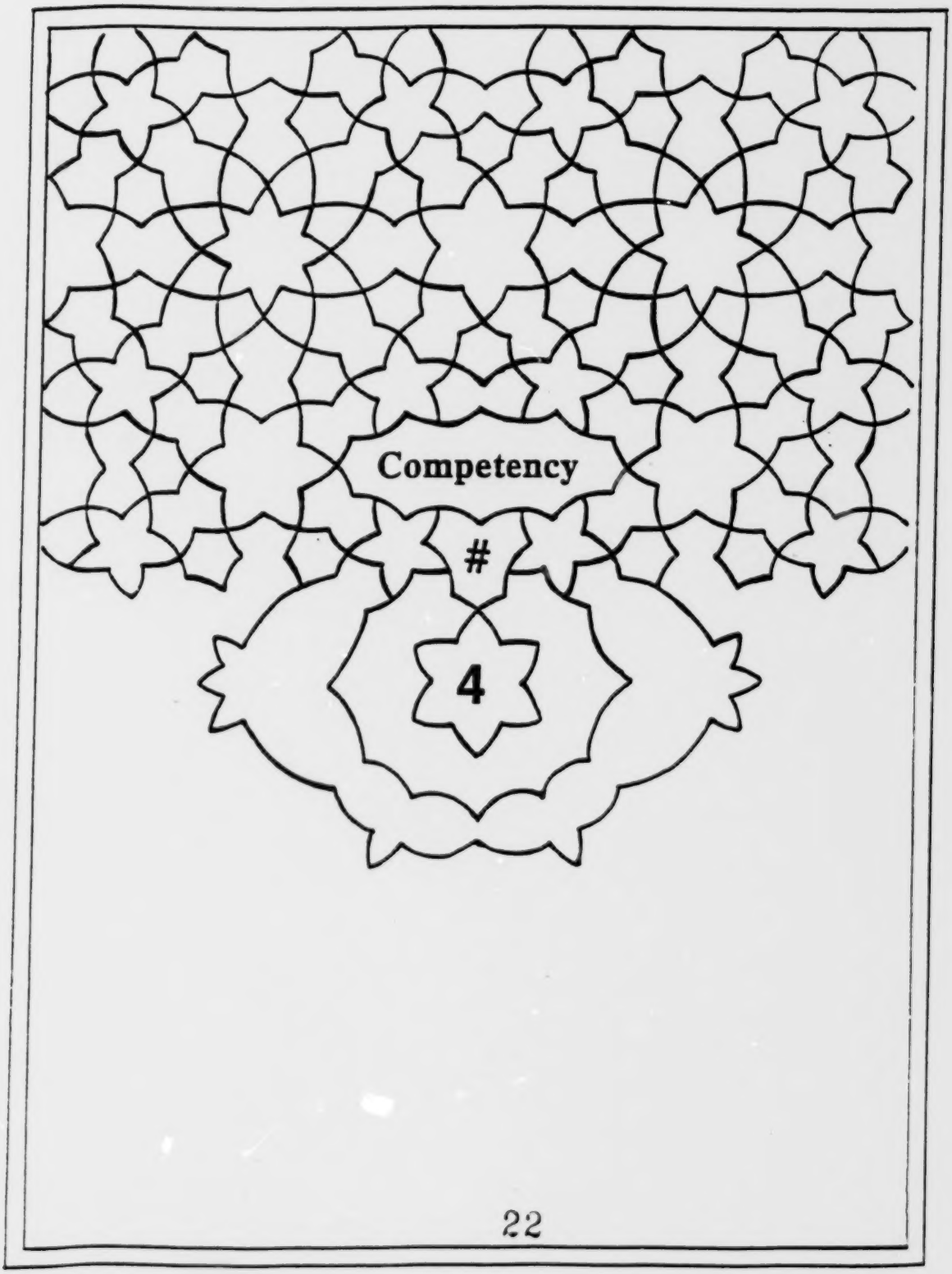
Adverbs
hu:ni هوني
bishwayya بالشويّة

REFERENCE BOOKS

A beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book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TOPIC: POSTAL SERVICE

COMPETENCY: GOAL SEND AND RECEIVE MAIL/TELEGRAMS

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING	***SPEAKING***
tfadhdhil تفضّل...	a3Ti:ni timbri l amari:kā, y3ayshik أعطيني... تمبري لأموريكا، يعيشك
jwā:b walla ka:rt pu:stal ? جواب ولا كارت بوستال ؟	jwā:b ..., b qaddā:sh ? جواب ... بقدّاش ؟
b xams miya بخمس... مية	nHibb nib3ath/ jwā:b / kuli: نحب نبعث/ جواب / كلي/
l wi:n ? لوين ؟	l amari:kā لأموريكا.
l bu:sTa l yu:m msakra البوسطة اليوم مسكرة	waqtā:sh tHill l bu:sTa ? وقتاش تحل البوسطة ؟
	thamma bwat a lātir qri:ba ? ثمّة بوات الاتر قريبة ؟

READING	***WRITING***

GRAMMATICAL FOCUS

Question Words
- l win لوين
- b qaddāsh بقداش

Conjunctions
- walla ولا

Personal Pronouns (ind. obj.)
- ni ني
- h ه
- ha ها
- na نا
- hum هم

Declension of Numericals
- wā:Hid (m.) واحد
- waHda (f.) وحدة

CULTURAL NOTES

Packages might be opened for a usual check-up by customs. It should not be shocking if it ever occurs

Sometimes it takes a long time to get a letter to the States; this depends essentially on overseas services

To make sure one gets his/her letters and not have them misrouted, it is advisable to write on the envelope "North Africa"

VOCABULARY

Nouns
- jwā:b جواب
- kart كارت
- miya مية
- busTa بوسطة
- il yum اليوم
- timbri تمبرو
- bwat بوات
- kuli: كلي

Verbs
- ya3Ti يعطي
- yHibb يحب
- yib3ath يبعث
- yHil يحل

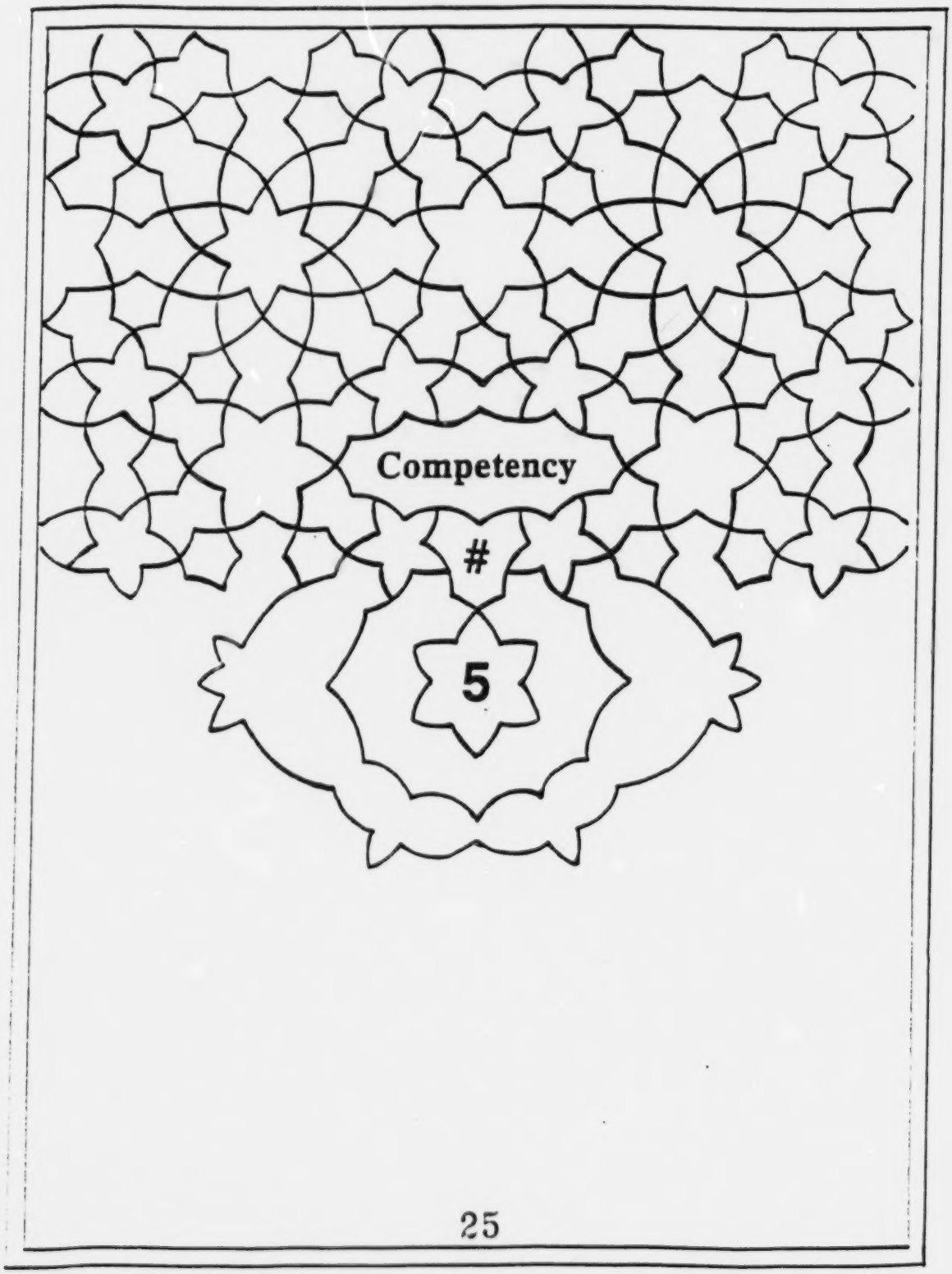
Adjectives
- msakra مسكرة
- qriba قريبة

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English tunisian-Arabic Dictionary

Arabic Phrase Book


Competency
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TOPIC: POSTAL SERVICE

COMPETENCY GOAL: MAKE LOCAL AND LONG DISTANCE TELEPHONE CALLS

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING	***SPEAKING***
	uxti: nHibb na3mil أختي...نحب...نعمل tālifu:n un pcv, y3ayshik تلفون...بي سي...يعيشك
l wi:n ? ؟ لوين.	
shnu in numru ؟ شنو...النومرو.؟ shnuwa il ku:d ؟ شنوة...الكود	l / amari:kā لـ...أمريكا. / tu:nis /تونس
shniyya il blā:d ؟ ؟ شنية...البلاد	3252231 309
wi:n hāDi ؟ وين...هاذ.؟	piyu:ria بيوريا.
imshi l kabi:n امشي...لكبين numru thlātha نومرو...ثلاثة	fi illinu:y في...اليـنوي.
shu:f kabi:n ___ . ___ شوف...كبين	ma thammāsh tunalititi ماثماش...تونليتي
min ghi:r mziyya من...غير...موزية	ma yjā:wibsh ما...يجاوبش... bark allahu fi:k بارك...الله...فيك
jarrib جرّب	yimshi it taksifu:n ؟ يمشي...التكسيفون

READING	***WRITING***

GRAMMATICAL FOCUS

Question words
sh̲niya شنيا

The Present Tense

Declension of:

Question words
sh̲nu شنو
sh̲niya شنيا

Adjectives
ā:xir آخر
uxra أخرى

CULTURAL NOTES

A polite way of asking for help from a person is to address a man as "xuya" and a woman as "uxti"

The rate per minute is the same in making phone calls, whether calling at night or during the day

Tūnisian Arabic does not have a pronoun for the neutral; objects are either masculine or feminine

VOCABULARY

Nouns
numru نومرو
ku:d كود
blā:d بلاد
kabi:n كبين
uxt أخت
tālifu:n تلفون
tunaliti تونليتي
taksifu:n تكسفون

Verbs
yjarrib يجرب
yHibb يحب
th̲amma ثمّة
yjā:wib يجاوب
yimsh̲i يمشي

Abjectives
ā:xir/uxra آخر/أخرى

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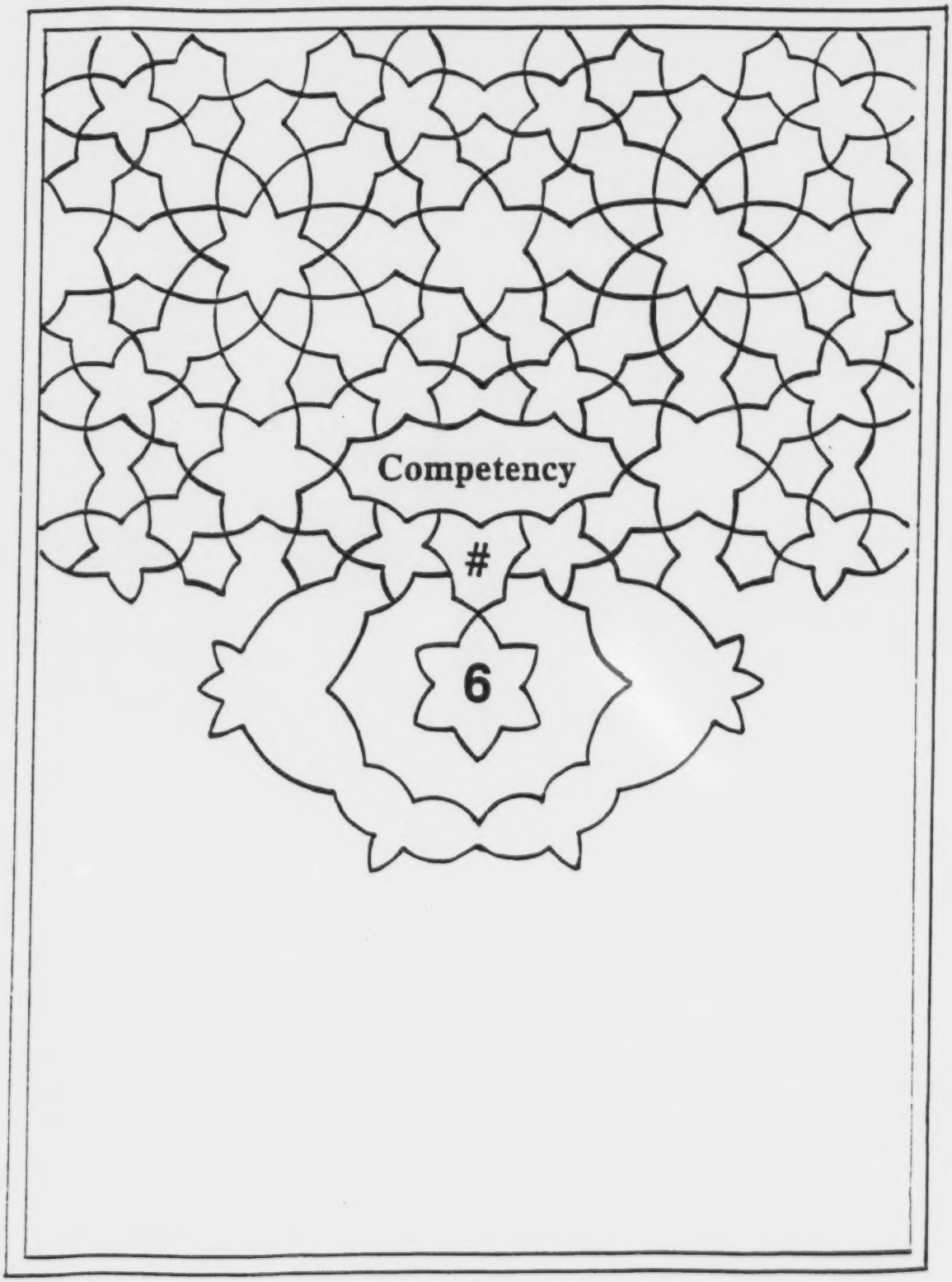
REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase book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6

TOPIC: SHOPPING

COMPETENCY: GOAL PURCHASE FOOD AND PERSONAL ITEMS

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING

tfadhdhil āsh Hashtik ? تفضل..آش حاشتك؟

la, ma 3andi:sh, ama thamma xadhdhar il quddā:m لا، ما عندیش..عاما ثم خضار القدام

mtā:3 il yu:m, w Hlu: ki:(f) is sukkur متاع اليوم حلو..كيف..السكر

Hadhir bāsh حاضر..باش

SPEAKING

a3Ti:ni kilu sukkur أعطيني..كيلو سكر
w bakku Hli:b w dabbu:za وباكو حليب ودبوزة
zi:t zitu:na w Ha:ra 3dham زيت زيتونة وحارة عدم

3andik Tma:Tim k3ab ? عندك طماطم كعب؟

y3ayshik يعيشك

xuya, u:zin li rTal Tma:Tim w kilu 3nib w kilu lu:z خويه أعطني الطماطم وكيلو عنب وكيلو لوز

frishk il karmus ? فرشك الكرموس؟

uzin li rTal, yizzi أعطني رطل..عيزة

READING

il aswā:m الأسواق

asā:mi il ghalla, wil xudhra أسامي..الغلة والخضرة

WRITING

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GRAMMATICAL FOCUS

Comparison
  Expressing resemblance
  ki(f) كيف

Sing. & Pl. of Nouns

Countables & Non-Countables

The Present Tense of:
  Hashit حاشت

CULTURAL NOTES

In Tunisia now, the date of expiration at which food spoils is indicated on the package

In rural areas people have a weekly market day where a variety of products are displayed

Like the West, one can find all kinds of products in big stores in major cities

VOCABULARY

Nouns
  Groceries
  sukkur ...سكّر
  Hli:b حليب
  zi:t زيت
  Fruits & Vegetables
  Tma:Tim طماطم.
  3nib عنب
  karmus كرموس.

Verbs
  yuzin يوزن

Adjectives
  Hlu حلو
  frishk فرشك.

Adverbs
  il kuddām ....القدّام...

Conjunctions
  ama ..أما.

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book

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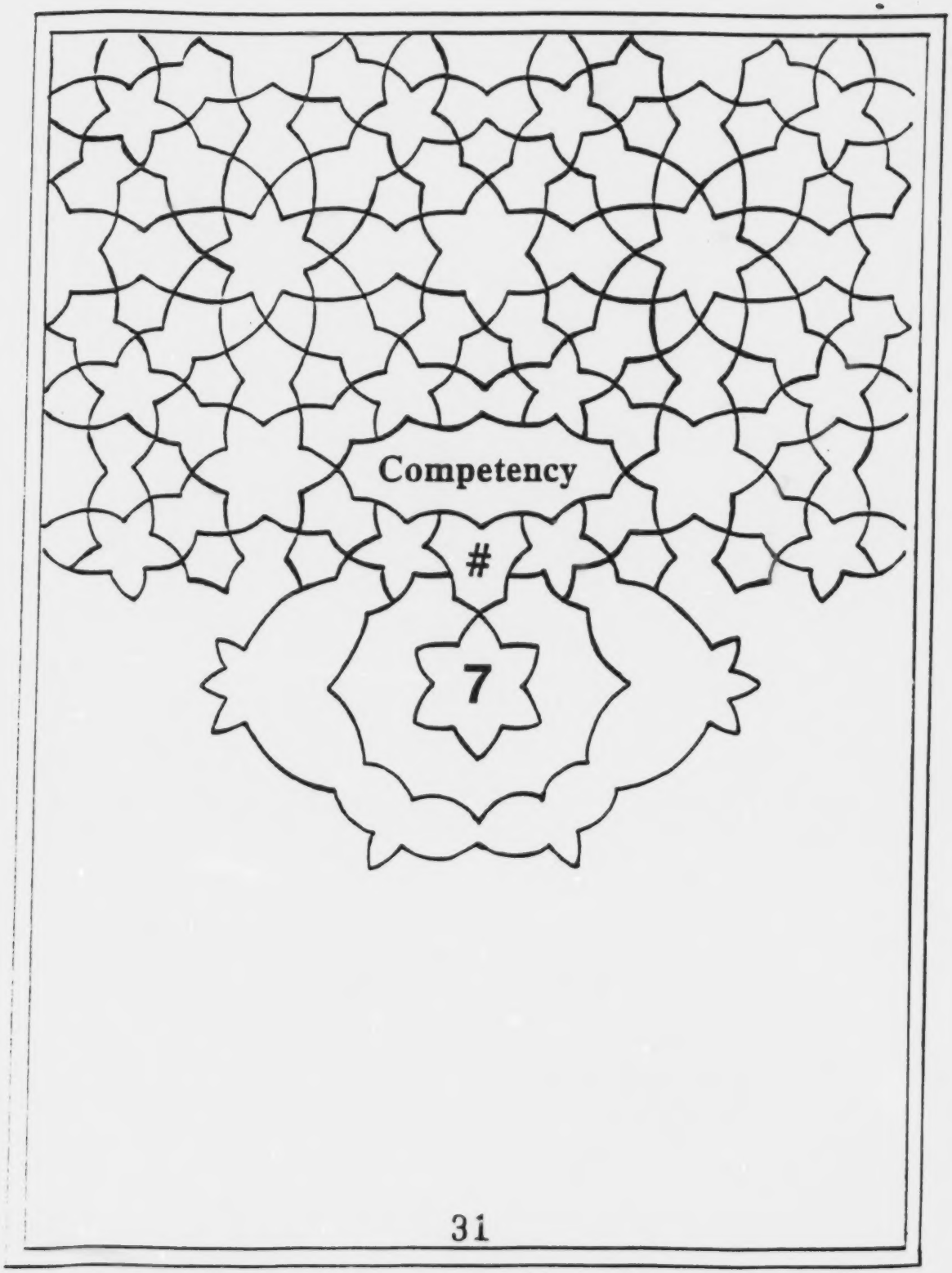
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TOPIC: FOOD AND DRINK

COMPETENCY: GOAL ORDER FOOD AT A RESTAUARNT AND ORDER DRINKS AT A CAFE

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING

tfadhdhil ... تفضّل

3andna djā:j ruti:, w kusksi: bil 3allu:sh w kammuniyya
عندنا دجاج وتبّة، وكسكسي بالعلوش وكمّونية.

tHibb ma Sa:fya? تحب ماحافية؟

i:h/ Ha:dhir bāsh ايه/... حاضر بلش

SPEAKING

āsh 3andkum fil mini?? آش عندكم في المني...؟
ta3Ti:ni: l mini, y3aysh ik تعطيني المني يعيشك

a3Ti:ni Sla:Ta mishwiyya, w rbu3 djā:j w waHda ku:ka
أعطيني صلاطة مشوية، وربع دجاج ووحدة كوكا.

la:, mu:sh lā:zim لا، موش لازم.

ta3Ti:ni il Hsā:b, y3aysh ik تعطيني الحساب يعيشك

a3Ti:ni wa:Hid sitruna:d y3aysh ik
أعطيني واحد ستروناد يعيشك

nHibb zu:z kapi:sān, w waHda ku:ka, w thlā:tha gatu:
نحب زوز كبيسان، وواحدة كوكا، وثلاثة قاتو.

READING

il mini المني.....

il Hsā:b المحساب
itti:kā التيكة.

WRITING

GRAMMATICAL FOCUS

Use of some adjectives & their opposites
sxu:n/bā:rid .سخون/بارد
Hlu:/murr .حلو.../مر

Difference in conjugation between ji:b w awTi: in the imperative

Prepositions
bi .ب
fi .في

The defifnite article, i.e. sun letters & moon letters and contraction.
Il ṃini المني
id djā:j الدجاج

CULTURAL NOTES

Tips are not included in the price of meals and it is up to the customer whether or not to give a tip

Most, if not all, restaurants offer both meat and fish; vegetarians can have salads

A friendly way of calling a waiter is by addressing him as xu:ya (m.)/uxti (f.)

VOCABULARY

Nouns
rbu3/nuS, ربع../نص
Beverages
qahwa Hli:b/kapisā:n قهوة حليب/كبيان
ku:ka/sitruna:d .كوكا..../ستوناد
Food
Sla:Ta سلاطة
djā:j دجاج
kusksi: كسكسي
Snacks
gatu قاتو

Verbs
yHibb/ya3Ti يحب../يعطي
yā:kul, yushrub ياكل../يشرب
yxalliS .يخلص

Adjectives
mishwi: مشوي
bni:n .بنين
Hlu:/qa:nS حلو.../قارص
sxu:n/bā:rid .سخون/بارد

REFERENCE BOOKS

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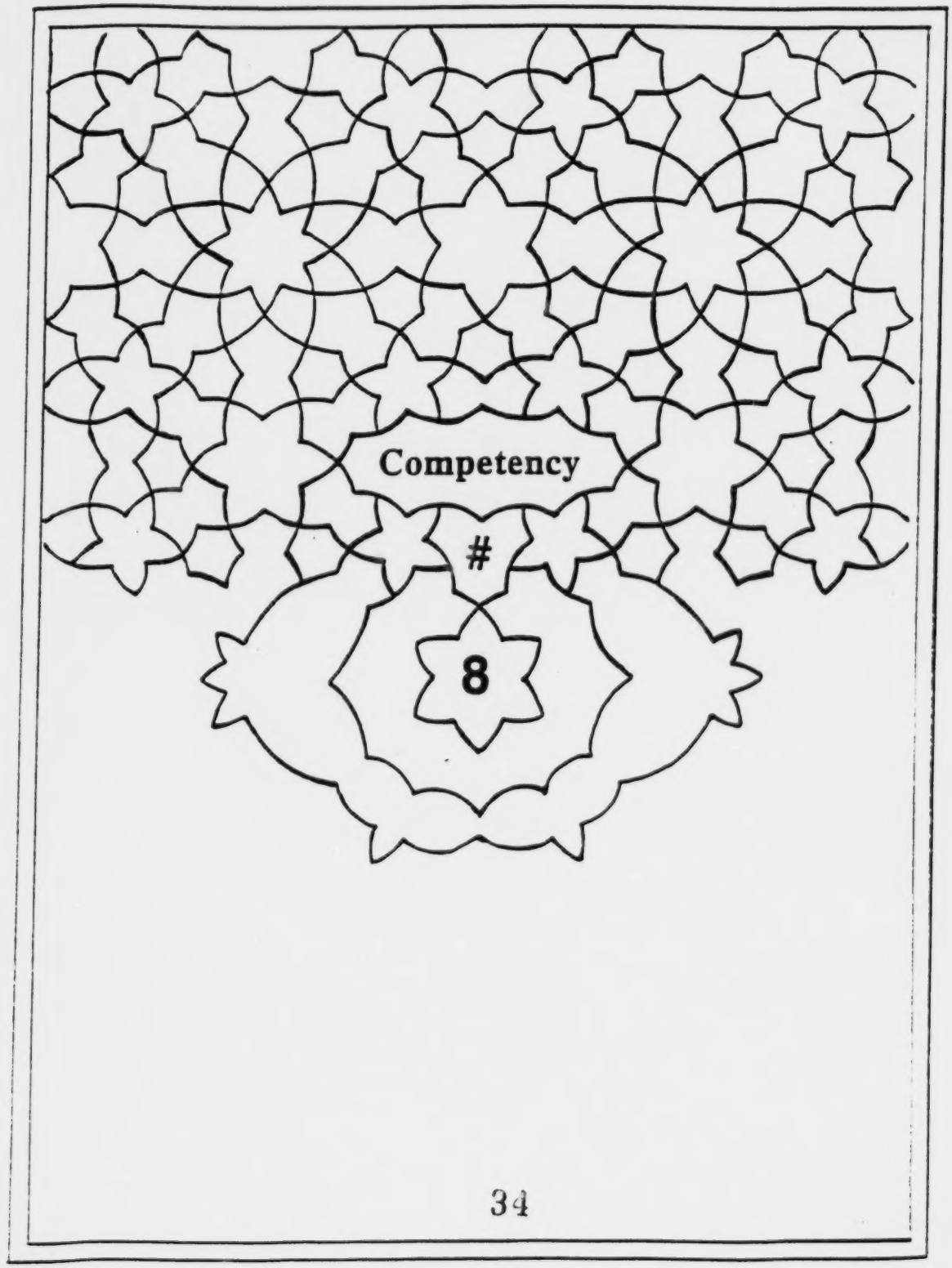
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TOPIC: FOOD AND DRINK

COMPETENCY: GOAL DESCRIBE TUNISIAN EATING HABITS AND CHARACTERISTIC FOODS

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING

yā:klu shurba, w bri:k, يأكلو شربة ودريك
w Sla:Ta, w maqaru:na, وصلاطة ومقرونة
walla marqit baTa:Ta, ولا مرقة بطاطا
w ghalla. وغلة
w fis sHu:r yā:klu وفي التحور يأكلو
masfu:f, w Hli:b مسفوف وحليب
walla yu:ghurt, w kull ولا يوغرت وكل
wā:hid ash yHibb. واحد ما يحب

shnuwwa ra:yik fil شنوة رايك في...
mā:kla it tunsiyya? ؟ المأكلة التونسية

kusksi: bil 3allu:sh كسكسي بالعلوش

SPEAKING

shnu yaklu ittwā:nsa شنو ياكلو التوانسة
fi: rumdha:n? ؟ في رمضان

bā:hya barsha, ti3jibni: باهية برشة تعجبني
3la xa:Tir Ha:rra yā:sir على خاطر حارة ياسر
ki:f il mā:kla كيف المأكلة
il māksikiyya المكسكية

it twā:nsa yTaybu التوانسة يطيبو
bil lHam di:ma, w āna بالعلم ديما وانا
ma nakulsh il lHam ما ناكلش العلم

shniyya il mā:kla شنية المأكلة
il mashhu:ra fi: tu:nis المشهورة في تونس

READING

WRITING

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GRAMMATICAL FOCUS

Conjugation of:
- yi3jib + object pronoun
- shnu ra:y + possessive pronoun

Use of intensifiers
- *Before nouns*
  - barsha xubz بزشة خبز
- *After adjectives*
  - sxu:n barsha سخون بزشة

Use of opinion expressions, like
- shnu ra:yik...? ؟...شنو رايك
- ash qawlik... ؟؟... آش قولك

CULTURAL NOTES

Tunisian people eat the head, legs & tripe of sheep and cows

In certain regions, people still use their hands to eat certain types of food

It is still a common practice to eat "qaddi:d" which is a preserved-in-salt meat (like smoked meat)

There is a tendency to eat similar dishes in the holy month of Ramadhan

VOCABULARY

Nouns
- baTa:Ta بطاطا
- lHam لحم

dishes
- Sla:Ta صلاطة
- maqaru:na مقرونة
- shurba شربة
- bri:k بريك

Adjectives
- māksikiyya مكسكية
- Ha:rra حارة
- bā:hya باهية
- mashhu:ra مشهورة
- tunsiyya تونسية

Adverbs
- barsha بزشة
- yā:sir ياسر

Pronouns
- kul wā:Hid كل واحد

REFERENCE BOOKS

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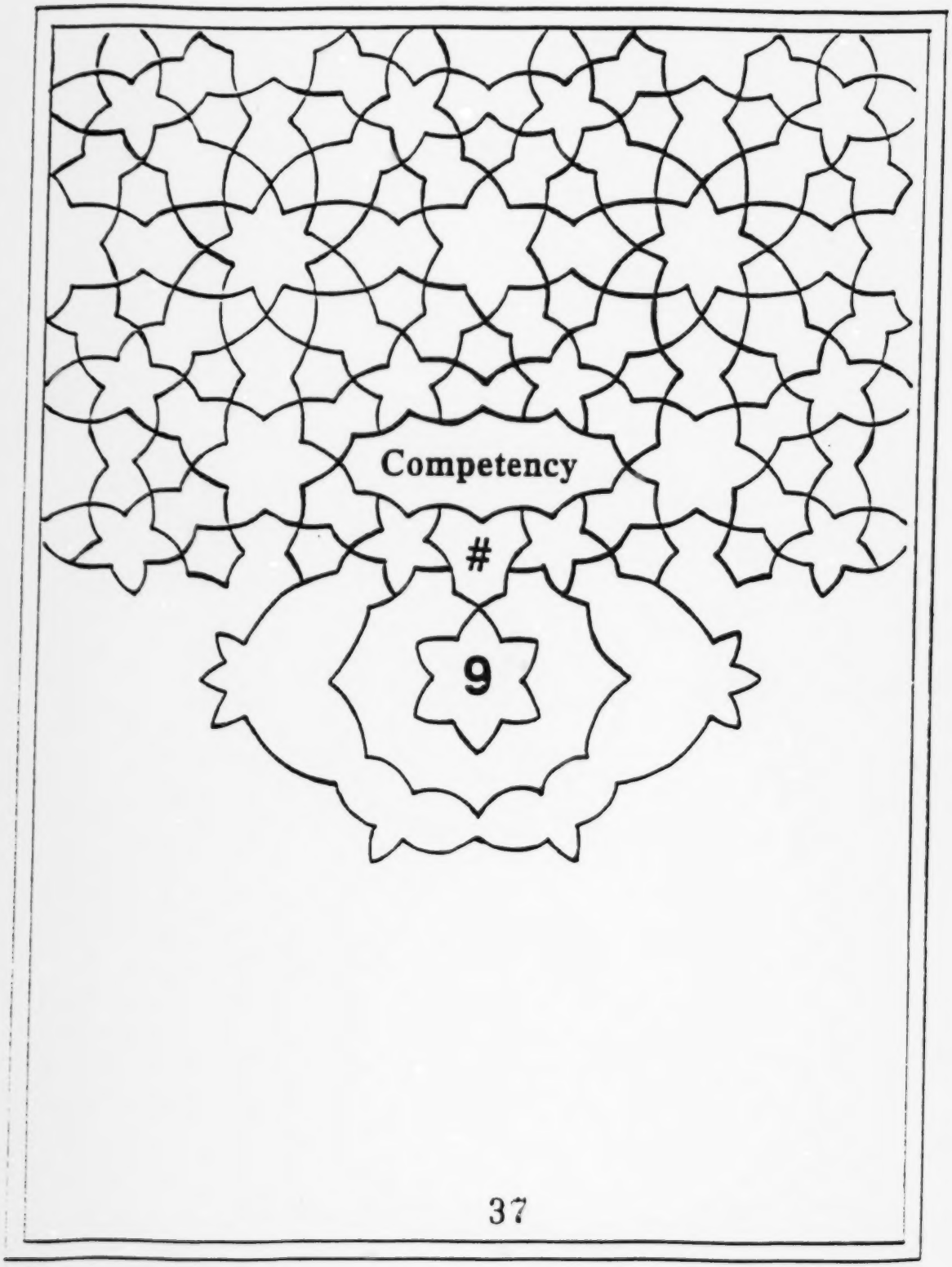
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TOPIC: FOOD AND DRINK

COMPETENCY GOAL: DESCRIBE EATING AND DRINKING PREFERENCES

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING

shniyya aHsan ماكلة تعجبك؟ mā:kla ti3jbik?

tHibb il mlu:xiyya walla la:? تحب الملوخية ولا لا؟

tushrub il bi:ra? تشرب البيرة؟

ama xi:r il kusksi: walla il maqaru:na? أما خير الكسكسي ولا المقرونة؟

tā:kul id djā:j? تاكل الدجاج؟

SPEAKING

aHsan mā:kla ti3jibni: hiyya il maqaru:na أحسن ماكلة تعجبني هي المقرونة

bā:hya, ama lu:nha غريب شويّة ghri:b shwayya باهية، أما لونها

mush di:ma موش ديما

il maqaru:na 3andi: xi:r المقرونة عندي خير

la, āna viji:taryān, la نا:kul la djā:j la lHam لا، أنا فيجيتاريان، لا ناكل لا دجاج لا لحم.

nHibb il ghalla barsha نحب الغلة برشة

nushrub il gāzu:z barsha نشرب الغازوز برشة

READING

WRITING

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GRAMMATICAL FOCUS

The comparative and the superlative

Use of the distributive
la... la... ... ... لا ... ... لا

Yes/No questions
tHibb ..... walla la?؟ ولّا لا ..... تحب

Alternative questions
ama xi:r.... walla .....?؟ ولّا .... ماخير

CULTURAL NOTES

Most Tunisians have no idea of what a vegetarian is

Most Tunisians do not drink wine or eat pork even though both are available in the market

Just as language is a mix, food and drinks also represent a mix, e.g. Turkish pastries, Berber and Italian dishes, viz. Kuskus and Spaghetti respectively, etc.

VOCABULARY

Nouns
dishes
mluxiyya ملوخية
kusksi: ... كسكسي
colors
drinks
bi:rra/gāzu:z ..بيرة/غازوز

Adjectives
vijitaryān فجيتاريان
ghri:b غريب
bāhya باهية

Adverbs
di:ma ديما
barsha برشة

Conjunctions
walla ولّا

Verbs
yā:kul/yushrub ..... يأكل/يشرب

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book

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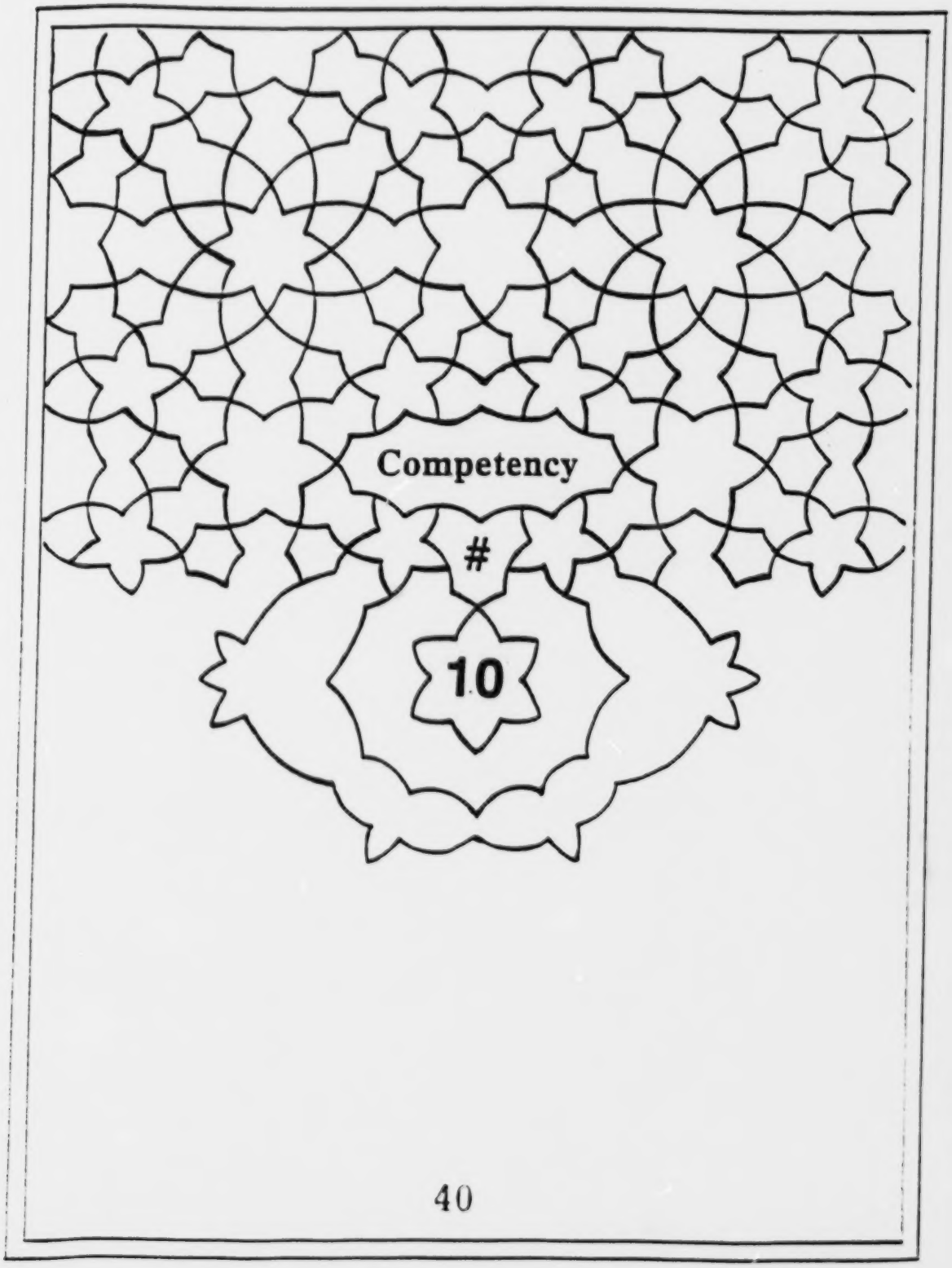

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TOPIC: DIRECTIONS

COMPETENCY: ASK FOR AND FOLLOW DIRECTIONS
GOAL

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING	***SPEAKING***
imshi Tu:l, w du:r امشي طول ودور	xu:ya, wi:n jā:t خويه وين جات
3al /limi:n عالليمين	il bu:sTa, y3ayshik؟ البوسطة يعيشك
/lisa:r /اليسار	
sā:maHni, ma na3rafsh سامحني ما نعرفش	xu:ya, kifā:sh nimshi: خويه كيفاش نمشي
istanna shwayya, ta3raf استنى شويه تعرف	l markiz ishshurTa? لمركز الشرطة؟
il bu:sTa...? il markiz البوسطة...؟ المركز	
bijnabha bidhdhabT بجنبها بالضبط	
i:n3am, il mHaTTa اينعم المحطة	xu:ya, hā:Da hu:wa خويه هاذ هو
il quddā:m القدام	iT Tri:q illi yhizz الطريق اللي يهز
	l mHaTTit il kira:n؟ لمحطة الكيران

READING	***WRITING***
blā:yik in nhu:jā:t بلايك النهوجات	
asā:mi il ida:ra:t أسامي الادارات	
asā:mi il mHaTTa:t أسامي المحطات	
mughlaq/maftu:H مغلق/مفتوح	
mamnu:3 id duxu:l ممنوع الدخول	

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GRAMMATICAL FOCUS

Question words
- wi:n وين
- kifā:sh كيفاش

Relative pronouns
- illi اللي

Building the plural of certain nouns

Preposition of location

CULTURAL NOTES

Road names and numbers do not count much for Tunisians in giving directions. They always use one building or location as a reference.

Tunisians, unlike Westerners, do not use maps and find difficulty in reading or pointing to a place on the map.

VOCABULARY

Nouns
- busTa بوسطة
- markiz مركز
- shurTa شرطة
- mHaTTa محطة

Adjectives
- qri:b min قريب من
- b3i:d 3la بعيد على

Prepositions
- wra وراء
- quddā:m قدّام
- mqa:bil مقابل

Adverbs
- gha:di غادي
- baHDa بحذا
- bidhdhabT بالحبط

Pronouns
- illi اللي

REFERENCE BOOKS

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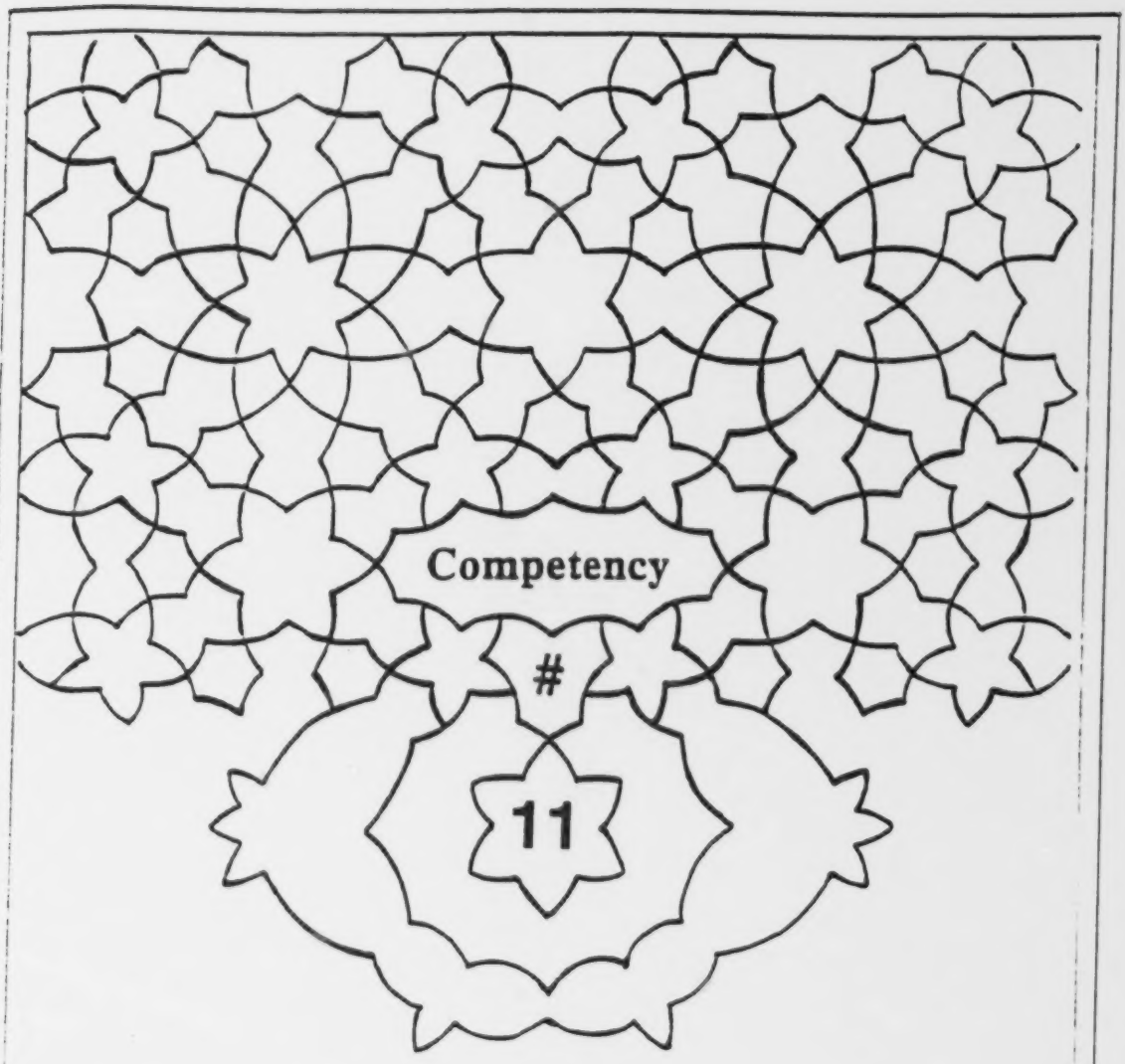
Arabic Phrase Book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TOPIC: FAMILY

COMPETENCY: EXCHANGE INFORMATION ABOUT FAMILIES
GOAL

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING	***SPEAKING***
intu:ma qaddā:sh fil 3a:yla? ؟ انتوم قدّاش في العائلة	aHna xamsa fil 3a:yla, أحنا خمسة في العيلة ummi:, w baba, w xu:ya, أمّي وبابا وخوي w uxti:, w āna وأختي وأنا
	aHna zu:z bnā:t, أحنا زوز بنات w thla:tha awlā:d, w ummi وتلاتة أولاد وأمّي
āsh yixdim bu:k? ؟ آش يخدم بوك	baba ____ ____ بابا
inti /m3arris?؟ انت/معرّس /xa:Tib? ؟ خاطب	la:, āna mush ____ ____ لا، أنا موش
ash ta3mil uxtik؟ آش تعمل أختك	uxti: ma zā:lit taqra أختي ما زالت تقرا fil jā:m3a في الجامعة
3andik awla:d? ؟ عندك أولاد	āna b awlā:di, w awlā:d أنا بأولادي وأولاد awlā:di أولادي
tusknu m3a ba3dhkum؟ تسكنو مع بعضكم	nusknu m3a ummi, نسكن مع أمّي w baba yuskun waHdu وبابا يسكن وحدو

READING	***WRITING***

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GRAMMATICAL FOCUS

Question words
qaddā:sh قدّاش

Prepositions
m3a مع

Declension of irregular adjectives (f. & m.)
3a:zib عازب
Sbiyya عزبية

Present tense (more verbs)
yuskun يسكن
yaqra يقرا

Negation of adjectives
mush + adj.

Conjugation of maza:l مازال

Declension of the reflexive pers. pronoun
waHd وحد

CULTURAL NOTES

Non-Muslims are not eligible for adopting Muslim children

Tunisian family members still live with close ties

It is still not totally accepted that single men or women live alone in the same area their families live in

Divorce is common, however, poligamy is forbidden by law

The concept of half-brother or sister does not exist; it is actually brother or sister on either the mother or the father's side

VOCABULARY

Nouns
Family tree relatives & in-laws
xu: خو
uxt أخت
nsi:b نسيب

Verbs
yixdim يخدم
ya3mil يعمل
yuskun يسكن
yaqra يقرا

Adverbs
mazā:l مازال
waHd وحد

Adjectives
m3arris معرّس
3a:zib/xa:Tib عازب/خاطب

Numbers
wā:Hid/thni:n واحد/ثنين

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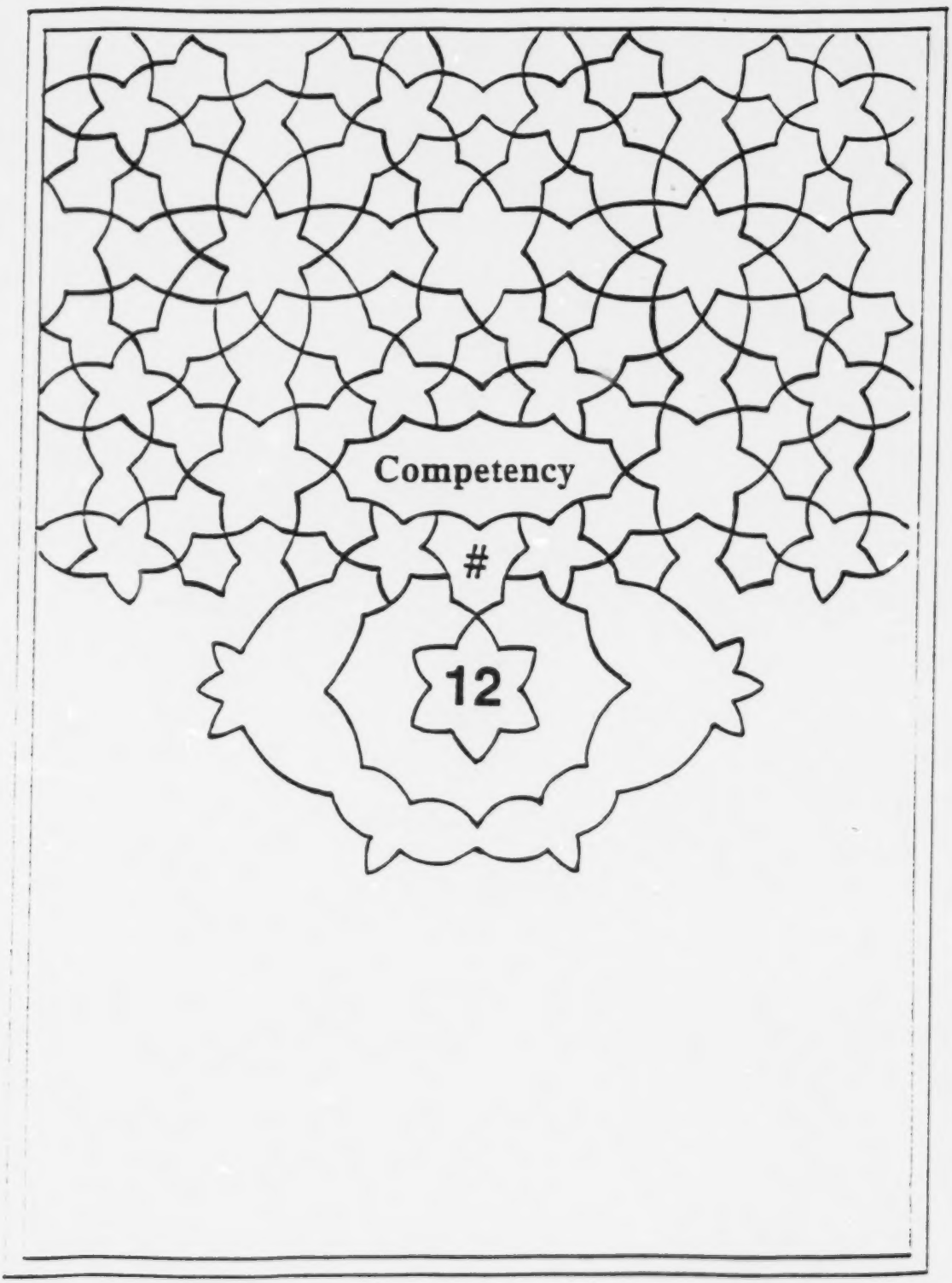
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TOPIC: FAMILY

COMPETENCY: GOAL DESCRIBE TUNISIAN FAMILY LIFE AND RELATIONSHIPS

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING

xu:ya w martu yusknu خويا ومرتو يسكنو
m3a:na معانا

ummi di:ma timshi أمّي ديما تمشي
tzu:r umha, w ahlha تزور أمها وأهلها

umm baba (ba3dh) sa3a:t أمّ بابا (بعض) ساعات
tji: t3ayyid baHDāna تجي تعيد بحضانا

SPEAKING

xu:h yuskun waHdu خوه يسكن وحدو
3la xa:Tir yixdim b3i:d على خاطر يخدم بعيد

bu:h ma yixdimsh 3la بوه ما يخدمش على
xa:Tir mri:dh; ummu خاطر مريض، أمّو
hiyya illi tixdim. هي اللي تخدم.

3ayiltik kbi:ra; 3andik عايلتك كبيرة، عندك
barsha axwa/axwa:t برشة إخوة/إخوات

READING

WRITING

GRAMMATICAL FOCUS

Present tense

Two conjugated verbs one next to the other to express a wish/request or Describe an event: no infinitive
timshi: tzu:r تمشي تزور

Frequency adverbs
di:ma ديما
(ba3dh) sā3ā:t (بعض) ساعات

Causal conjunction
3la xa:Tir على خاطر

CULTURAL NOTES

One may still find two or three families living together, i.e. sharing the same house

There is much more control of child birth and families are becoming more and more nuclear

The elderly are taken care of by their children most of the time

VOCABULARY

Nouns
mra مرا
ahl أهل
bu بو
umm أم
xu خو
3a:yla عايلة
uxt أخت

Verbs
yzu:r يزور
yji: يجي
y3ayyid يعيّد

Adverbs
di:ma ديما
(ba3dh) sā3ā:t (بعض) ساعات
b3i:d بعيد

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book

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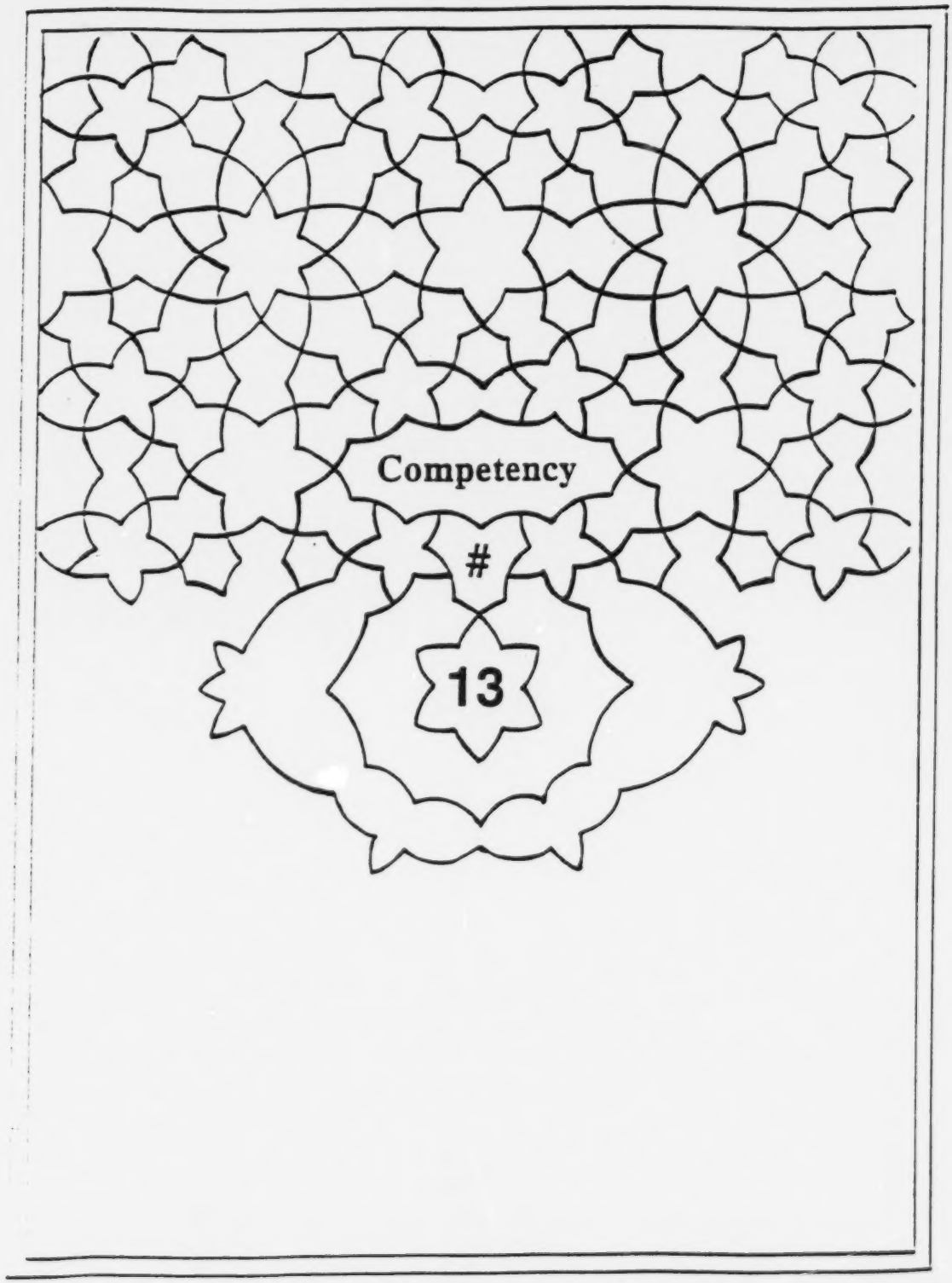

49

TOPIC: HEALTH AND ANATOMY

COMPETENCY: SEEK MEDICAL ADVICE AND HELP
GOAL

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING	***SPEAKING***
3andik rundivu:? عندك رندفو؟	nHibb nqa:bil iTbi:b نحب نقابل الطبيب
	i:h 3andi/ ايه عندي/
	la ma 3andi:sh لا ما عنديش
istanna shwayya, لستنى شويّة tawwa n3ayyiTlik. توّه نعيّطلك.	
āsh bi:k la bā:s? آش بيك لا بأس؟	ma3idti tu:ja3 yā:sir/ معدتي توجع يا سر/ 3andi sxa:na/ عندي سخانة/ kirshi tijri: كرشي تجري.
warri:ni nshu:f, hizz هز ورّيني نشوف، Hwā:yjik, itnaffis. du:r! دور! جوايبك، اتنفس.	
qaddāsh 3andha قدّاش عندها il Hkā:ya? الحكاية؟	nha:ri:n نهاريين.
haw bāsh na3Ti:k هاو باش نعطيك dwa, w inshallah دوا، وان شاء الله la bā:s, w rudd bā:lik لا بأس، ورد بالك 3la ru:Hik. على روحك.	bislama, y3aysh ik بسلامة، يعيشك

READING	***WRITING***

GRAMMATICAL FOCUS

Question words
- āsh آش...
- qaddāsh قدّاش...

Prepositions
- 3la على...

Structures like
- qaddāsh 3andha...؟... قدّاش عندها

CULTURAL NOTES

Some people in rural areas still use some traditional treatments because they can not afford to go to a medical practitioner

Practically everyone benefits from the National Health Service and are treated for a symbolic contribution if not for free

Some people go to the practitioner only in serious cases, but not for a cold or a stomach ache

VOCABULARY

Nouns
- Hwa:yij حوايج
- dwa دوا
- ru:H روح
- bā:l بال
- Tbi:b طبيب
- ma3da معدة
- sxa:na سخانة
- kirsh كرش

Verbs
- y3ayyiT يعيّط
- ywarri: يورّي
- yiji: يجي
- yhizz يهز
- yitnaffis يتنفس
- ydu:r يدور

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

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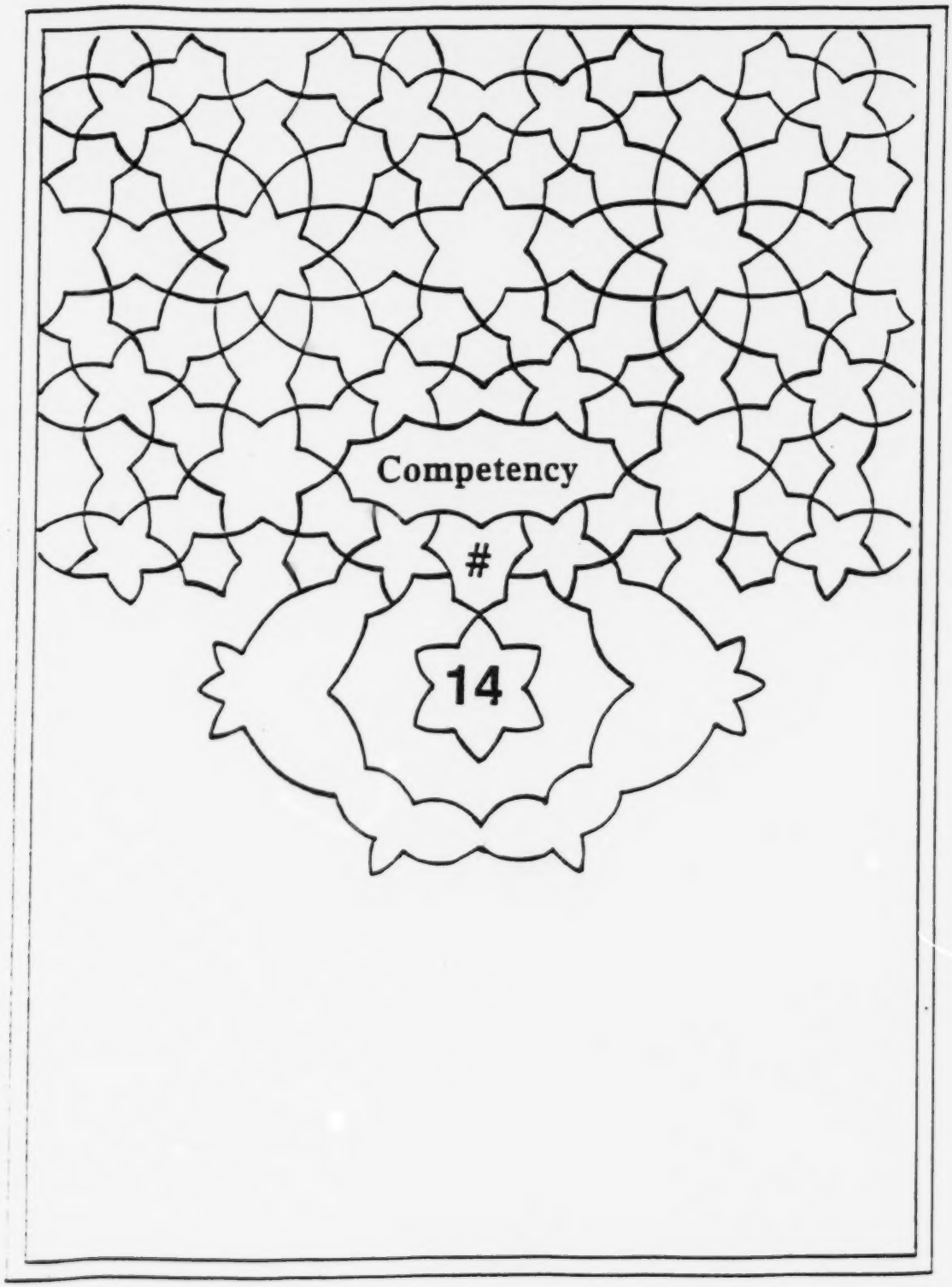
Arabic Phrase Book


Competency
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TOPIC: TRANSPORTATION

COMPETENCY: SELECT MEANS OF TRANSPORTATION CONSIDERING TIME.
GOAL DISTANCE AND AVAILABILITY

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING	***SPEAKING***
la ma thammā:sh لا ماشماش...	thamma trān yimshi ثمة ترام يمشي... l zaqhwā:n? لزقهوان...؟
xu:D il luwa:j. خوذ اللواج	mala, kifā:sh nimshi ملا، كيفاش نمشي... l zaqhwā:n? لزقهوان...؟
ma na3rafsh bqaddāsh ... ماناعرفش بقداش... bidhdhabT بالضبط	bqaddāsh za3ma? بقداش زعما؟
mumkin kul nuSS sā:3a ممكن كل نص ساعة	waqtāsh tuxruj? وقتاش تخرج؟
taqri:b sā:3a تقريب ساعة	w qaddāsh tuq3ud? وقداش تقعد؟
il luwa:j xi:r mit trā:n اللواج خير مالترام 3la xa:Tir asra3 على خاطر أسرع wil wāHid Hurr fil waqt والواحد حر في الوقت	bāsh nāxu it trān l su:sa باش ناخو الترام السوسة 3la xa:Tir id dinya sxu:na على خاطر الدنيا سخونة w hu:wa klimatizi: وهو كليماتيزي w artaH mil luwa:j وأرتاح مال لواج

READING	***WRITING***
blā:yik il mHaTTa:t بلايك المحطات	
maHaTTit tu:nis محطة تونس... il janu:biyya الجنوبية maHaTTit il luwa:ja:t محطة اللواجات	
il awqa:t الأوقات	
Dahā:b ذهاب iyyā:b إياب	

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GRAMMATICAL FOCUS

Question words
kifā:sh كيفاش
qaddā:sh قداش

The comparative
bā:hi---> xi:r بلهي ---<جير

The future

The expression
za3ma زعمة

CULTURAL NOTES

There are special means of transportation in Tunisia, which are used to link remote areas with towns: they are called *naqi ri:fi

It is always safer to travel by train; this does not mean that other means are not reliable

In travelling by van, one has to use his/ her own force to get a seat as there is no order of first come first served

VOCABULARY

Nouns
lua:j لواج
trān ترن
dinya دنيا
waqt وقت
sā:3a ساعة

Verbs
yuq3ud يقعد
yuxruj يخرج
ya3raf يعرف

Adjectives
klimatizi: كليماتيزي
sxu:na سخونة
Hurr حر
kull كل

Adverbs
taqri:b تقريب
bidhdhabT بالضبط
māla مالا

REFERENCE BOOKS

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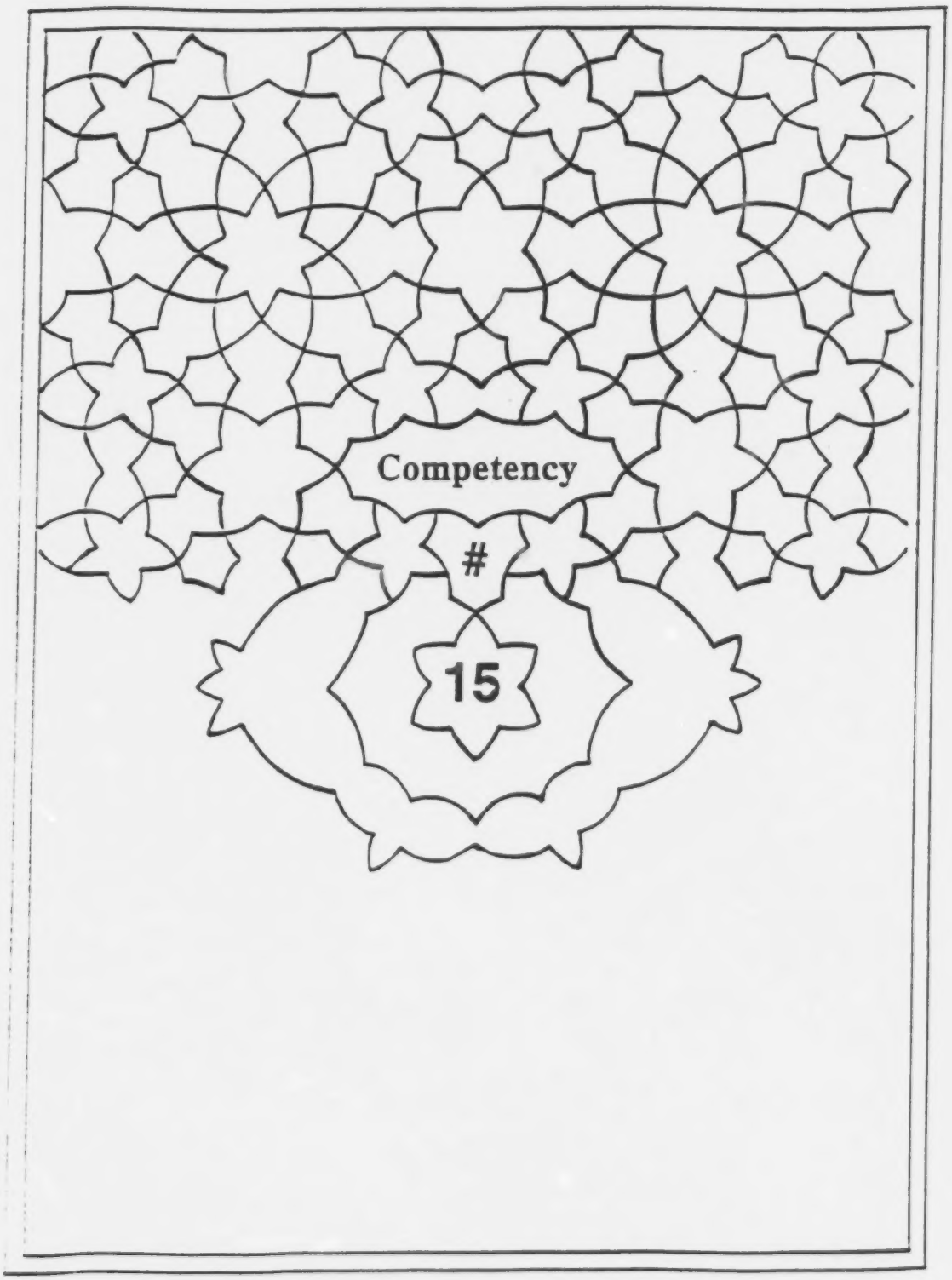
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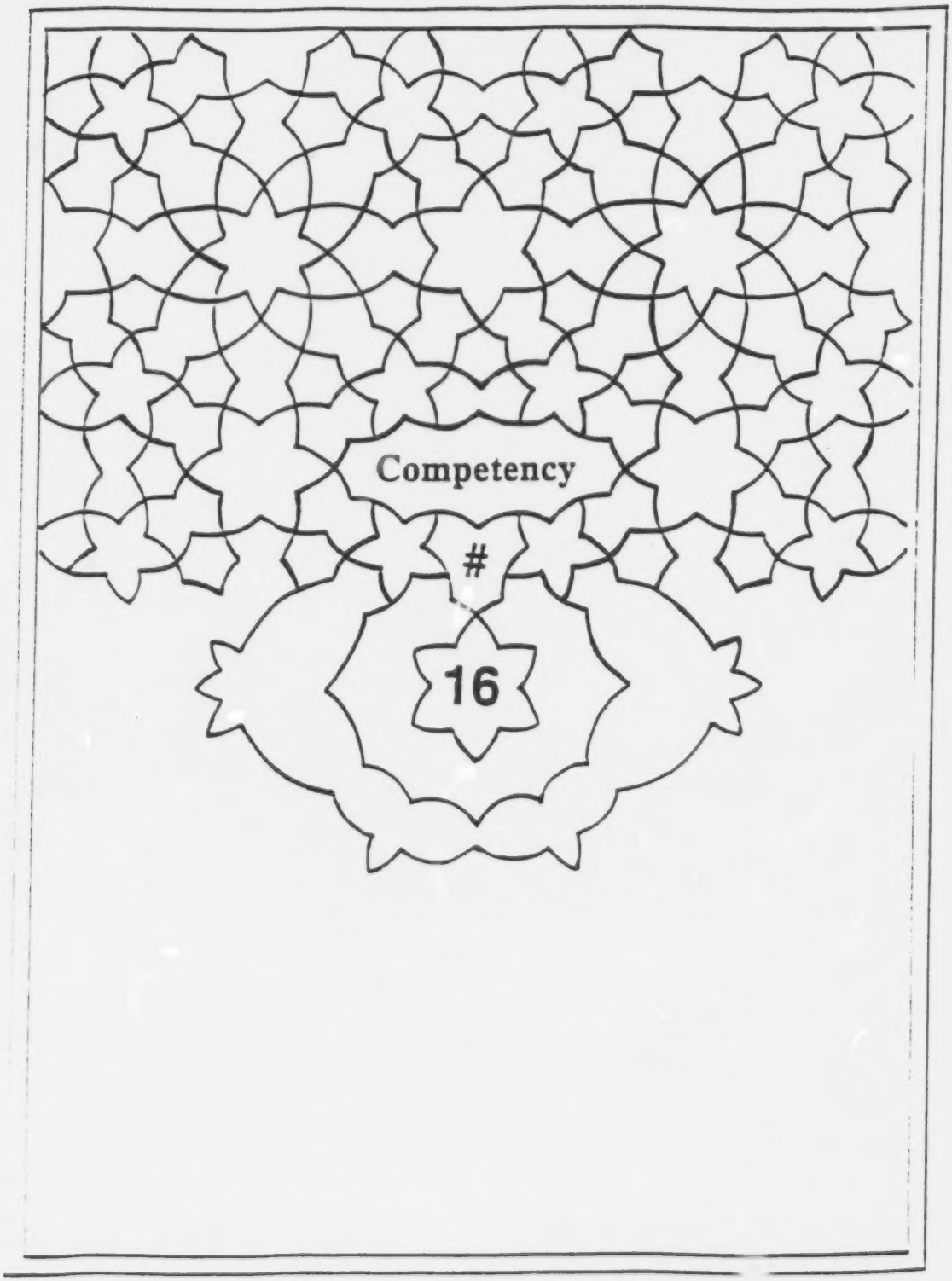
Competency
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16

TOPIC: POLICE

COMPETENCY: DESCRIBE PEACE CORPS MISSION IN TUNISIA
GOAL

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING	***SPEAKING***
ash ta3mil munadhdhimt hayit issalā:m? آش تعمل منظمة هيئة السلام...؟	hiyya munadhma t3a:win il buldā:n in na:mya هي منظمة تعاون البلدان النامية
w shku:n kawwinha? وشكون كوّنها؟	kawwinha Kennedy 3a:m 1961. كوّنها كينيدي عام 1961.
w 3andha barsha fi tu:nis? وعندها برشة في تونس؟	min 3a:m 1962; 3a:wnit it twā:nsā fi barsha majā:lā:t, ki:f imiya:dha wil flā:Ha... من عام 1962، عاونت التوانسة في برشة مجالات، كيف الميادة والفلاحة ...
w tawwa, āsh ta3mil? وتوّة، آش تعمل؟	mazā:lit t3a:win it twā:nsa; thamma asā:tDa fil jā:m3a... ما زالت تعاون التوانسة، ثمّة أساتذة في الجامعة ...

READING	***WRITING***

GRAMMATICAL FOCUS

Question words
shku:n شكون
āsh آش

Yes/no questions
3andha barsha ...؟... عندها برشة

The past tense

Conjugation of
mazā:l مازال

CULTURAL NOTES

Very few Tunisians know about voluntary Organizations like Peace Corps, the Japanese or Swedish ones

Some people still think that all Americans are rich, including volunteers

VOCABULARY

Nouns
is salā:m السلام
munaḍhma منظمة
buldā:n بلدان
asā:tDa أساتذة
majā:lā:t مجالات
riya:ḍha رياضة

Verbs
ykawwin يكوّن
ya3mil يعمل
y3a:wn يعاون

Adverbs
mazā:l مازال
tawwa توّة

Prepositions
min/fi من/في

Pronouns
barsna برشة

REFERENCE BOOKS

A Beginners' Course inTunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic phrase Book

TOPIC: TRANSPORTATION

COMPETENCY: GOAL DESIGN A TRAVEL PLAN TO A SPECIFIC LOCATION

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING

kifā:sh bāsh ta3mil كيفاش باش تعمل
bāsh timshi l xangit باش تمشي الخنقة
il jā:zya/su:sa/ الجازية/سوسة/
sidi buzi:d? سيدي بوزيد؟

waqtāsh yuxruj awwil وقتاش يخرج أوّل
trā:n? ترام؟

yilzmik ta3mil يلزمك تعمل
rzārvasyun fit trān رزارفاسيون في الترام
walla la? ولّا لا؟

SPEAKING

bash na:xu il luwa:j, باش ناخو اللواج،
w ba3d na:xu in naql وبعد ناخو النقل
ir ri:fi: الريفي

na:xu it tra:n walla ناخو الترام ولّا
il luwa:j اللواج

yilzimni: na:xu il mitru يلزمني ناخو المترو
nahbiT fi barshalu:na, نهبط في برشلونة
w ba3d na:xu il mitru وبعد ناخو المترو
marra uxra l mHaTTit مرّة أخرى المحطة
il luwa:j. min thamma اللواج. من ثمّة
najjim na:xu luwa:j نجّم ناخو اللواج
l su:sa walla l nā:bil لسوسة ولّا لنابل

issab3a w draj السبعة ودرج

mush lā:zim موش لازم

READING

il awqa:t الأوقات

il inTilā:q الانطلاق
il wuSu:l الوصول
3abr عبر

WRITING

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GRAMMATICAL FOCUS

Question words
- waqtāshʔ وقتاش
- kifāshʔ كيفاش

Yes/no questions
- .....walla laʔ ولّا لا؟.....

Present tense

Modals
- ynajjim ينجّم
- yilzim يلزم

CULTURAL NOTES

Tunisians do not make maps of how to get to their houses nor even make travel plans

The concept of time is meaningless to some Tunisians; they do not, as such, ask for schedules to get the right bus or metro. They go to the stop and spend a long time waiting.

VOCABULARY

Nouns
- nzā:rvasyu:n نزّاروا سيون
- trar/mitru/lua:j ترار/مترو/لواج
- naql نقل
- mHaTTa محطّة

Time
- drāj دراج

Verbs
- yilzim يلزم
- yā:xu ياخو
- yahbiT يهبط

Adjectives
- lā:zim لازم
- ā:xir/uxra آخر/أخرى

Prepositions
- ba3d بعد

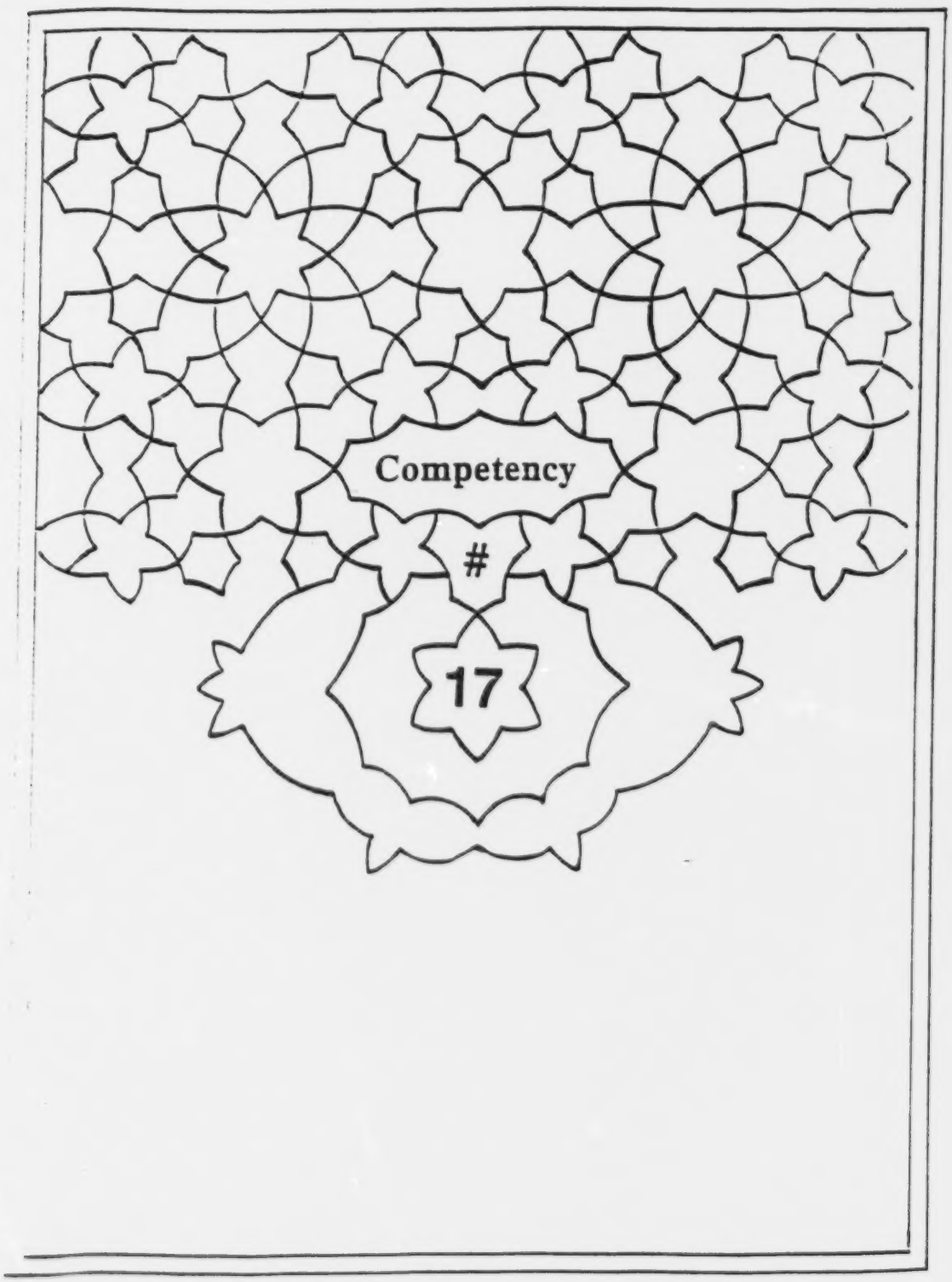
Adverbs
- thamma ثمّة

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book


Competency
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TOPIC: POLICE

COMPETENCY: GOAL OBTAIN "CARTE DE SEJOUR"

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING

āsh/ 3andik?؟ آش.../عندك
/Hashtik؟ /حاشتك

ji:b il kuntra:tu walla جيب الكنتراتو ولا
warqit il ma walla ورقة المارك
idbdbaw w thlātha الضبو وثلاثة
tSa:wir w 3ammir تصاور وعمّر
il warqa/maTbu:3a hā:Di الورقة/مطبوعة هادي

ba3d 3ashra ayyā:m بعد عشرة أيام

3ashra ayyā:m عشرة أيام

SPEAKING

nHibb nTalla3 kart خب نطلع كارت
siju:r. shniyya سجور شنية
il awra:q illā:zma/ الأوراق اللازمة
ash yilzimni? آش يلزمني؟

waqtāsh taHdhar? وقتاش تحضر؟

qaddāsh tuq3ud bāsh taHdhar? قدّاش تقعد باش تحضر؟

READING

maTbu:wit il kart مطبوعة الكارت
d siju:r دسجور

WRITING

ta3mi:r il maTbu:3a تعمير المطبوعة

GRAMMATICAL FOCUS

Question words
- āsh آش
- qaddāsh قداش
- waqtāsh وقتاش

Demonstratives
- hā:Da (m.) هاذ
- hāDā:ka هاذاك
- hā:Di (f.) هاذي
- haDi:ka هاديك
- haDu: kum (pl.) هاذوكم

Infinitive with
- bāsh باش

The imperative

The dual and plural of some nouns
- nha:r/nha:r:n نهار/نهارين
- thlāthā ayyā:m ثلاثة أيام

CULTURAL NOTES

Deadlines are not carved in stones; they are not always respected by administrations. Sometimes it takes a month for paperwork, that needs only one week, to get processed. As a matter of fact, the enquirer ends up coming and going without any previous notice.

VOCABULARY

Nouns
- kart كارت
- awra:q أوراق
- kuntratu كنتراتو
- ma: ما
- dhaw ضو
- taSwi:ra تصويرة

Adjectives
- lā:zim (m.)/lā:zma (f.) لازم/لازمة

Verbs
- "Ha:ja" حاجة
- yTalla3 يطلع
- yHibb يحب
- yilzim يلزم
- yuq3ud يقعد
- yaHdhir يحضر

REFERENCE BOOKS

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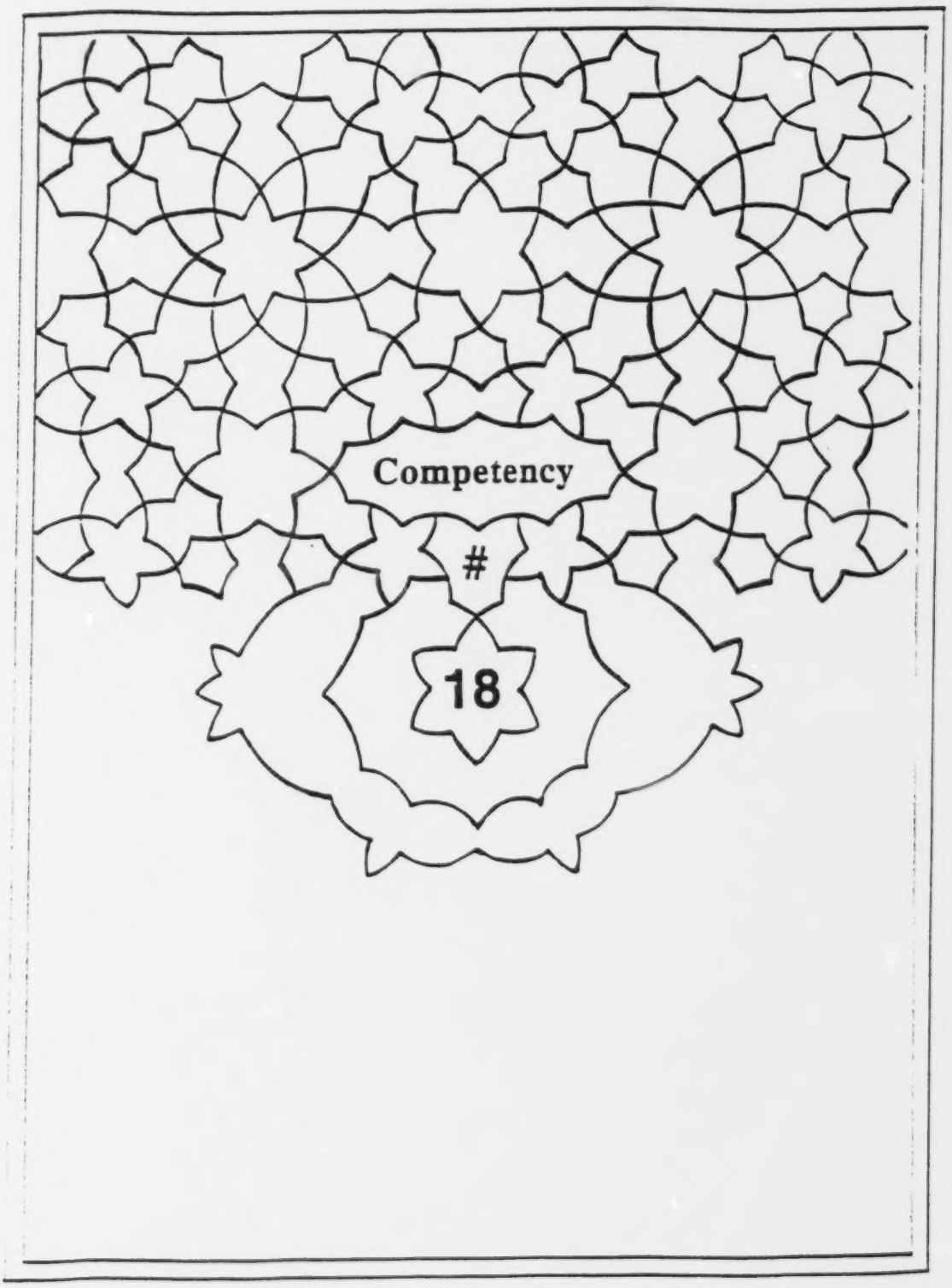
Competency
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18

TOPIC: EVERYDAY LIFE

COMPETENCY: GOAL RESPOND TO "HASSLING" INCIDENTS

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING

qaddāsh il waqt? ؟قدّاش الوقت

nHibb naHki m3a:k نحب نحكي معاك

3ijbu:ni 3ini:k عجبوني عينيك

SPEAKING

ma 3andi:sh waqt ما عنديش وقت

naHHi yiddik; بخلّي يدّك
āsh tHibb? آش تحب؟

yizzi, y3aysh**i**k. يزّي يعيشك
aHtram ru:Hik, y3aysh**i**k أحترم روحك يعيشك

ana nuskun w nixdim أنا نسكن ونخدم.
fi blā:dik في بلادك.
āna mush turi:st أنا موش تريست

xalli klā:mik 3andik خلّي كلامك عندك
wib3id 3liyya min fadhlik وابعد عليّ من فضلك

READING

WRITING

GRAMMATICAL FOCUS

Question words
- qaddāsh قدّاش
- āsh آش

The possessive

Use of personal pronouns after prepositions
- m3a ya معايا
- m3a: k معاك

The imperative

The conjugation of the adjective
- yizzi يزّي

CULTURAL NOTES

Hassling is much more frequent in big cities

Tunisia is a touristic country; some of the tourists are loose, so the simple fact of having western features can lead to hassling, however, a diplomatic and fluent use of Arabic can minimize it.

VOCABULARY

Nouns
- waqt وقت
- 3ini:k عينيك
- yidd يد
- ru:H روح
- blā:d بلاد
- turi:st توريست
- klā:m كلام

Verbs
- ynaHHi ينحّي
- yHibb يحب
- yi3jib يعجب
- yib3id يبعد
- yuskun يسكن
- yixdim يخدم
- yiHtram يحترم
- yxalli يخلّي

REFERENCE BOOKS

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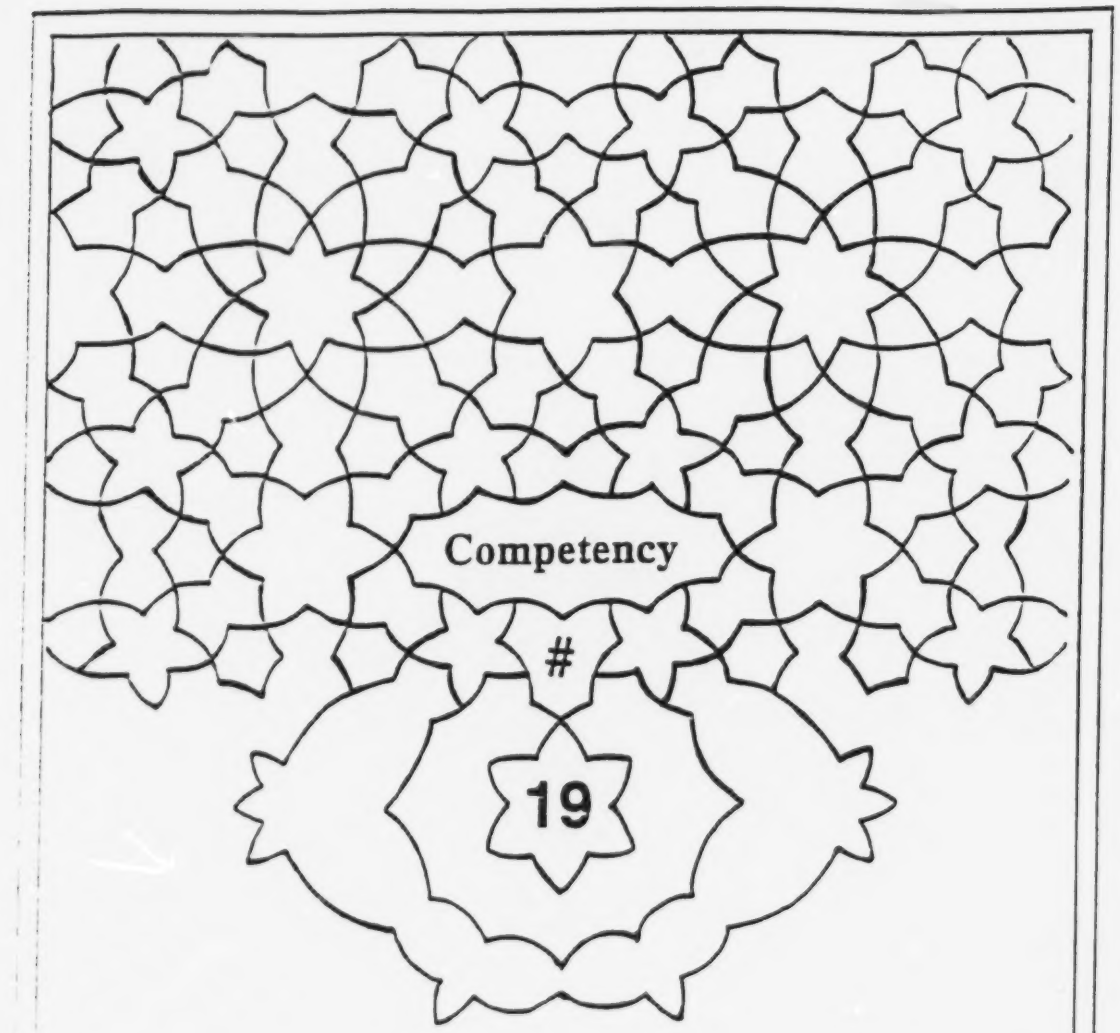
Competency
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TOPIC: HOUSING

COMPETENCY: DESCRIBE HOUSING PREFERENCES AND PURCHASE HOUSING NEEDS
GOAL

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING

tfadhdhil, āsh Hashtik? تفضل.. آش حاشتك؟

3andi da:r b mya عندي دار بمية
w xamsi:n وخمسين

qaddā:sh tHibb min bi:t? قدّاش تحب من بيت؟

SPEAKING

nlawwij 3la da:r lilkra نلوّج على دار للكرا

maDa biyya fiha ma sxu:n ما دا بيا فيها ما سخن

samaHni ma najjim سامحني ما نجّم
nidfa3 kā:n tis3i:n ندفع كان تسعين

idda:r hā:Di mnidya اللدار هادي منديا
w āna nHibb da:r fiT وانا نحب دار في
Ta:q lu:l الطاق الول

bi:t waHda tizzi:ni بيت وحدة تزيني

naqiSni ____ ____ ناقصني
Hashti b ____ ____ حاشتي ب
a3Ti:ni ____ ____ أعطيني

READING

WRITING

GRAMMATICAL FOCUS

Question words
qaddāsh قدّاش

Expressions of need
Hashti حاشتي
naqiSni: ناقصني

Expressions of preference
maDa biyya ماذابيّا

The imperative

The present progressive
(qa:3id) + na:kul (قاعد) + ناكل
_____ nlawwij _____ نلوّج

CULTURAL NOTES

The first floor for Tunisians is not the ground floor

Even though some Tunisian landlords do not want to make a contract, it is very important to have one. Without a contract, it is very difficult to get a "carte de séjour"

Unless one speaks French, it is good to be accompanied with someone who understands the language because almost all contracts used are in French.

Some landlords ask for a down payment/ guarantee of one or two months rent, or some will coach you on how to get around having to have a housing contract

VOCABULARY

Nouns
da:r دار
sn:r سرير
bi:t بيت
Ta:wla طاولة
baTTaniyya بطّانية
mya/xamsi:n مية/خمسين
ma ما
krā كرا
alf ألف
Ta:q طاق

Verbs
ysnu:f يشوف
ylawwij يلوّج
yikri يكري

Adverbs
kā:n كان

Adjectives
waHda وحدة

REFERENCE BOOKS

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Arabic Phrase Book

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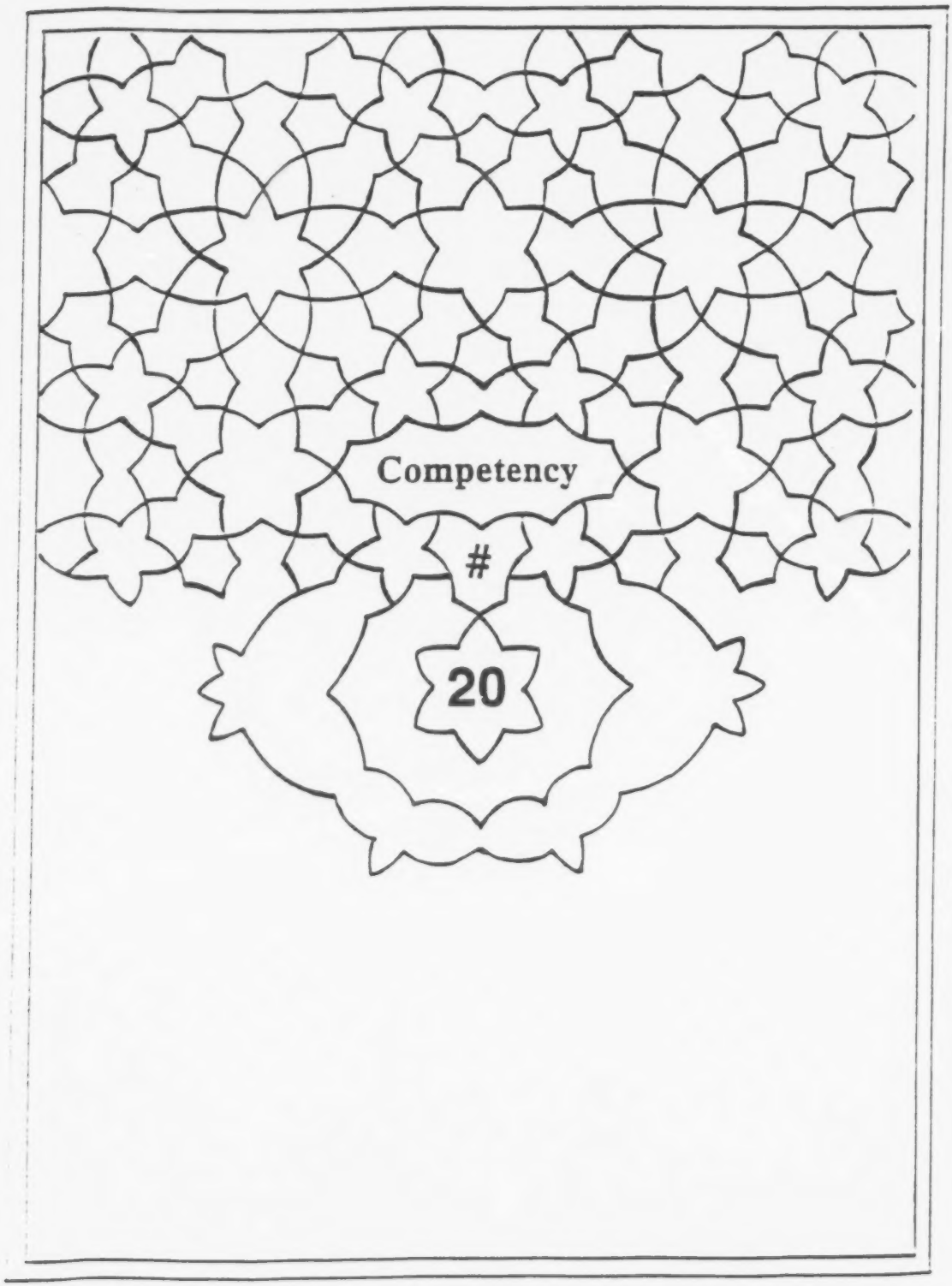
Competency
#
20

TOPIC: FAMILY

COMPETENCY: PROFFER/ACCEPT/DECLINE INVITATIONS
GOAL

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING

illi:la bash titfadhdhil اللّيلة باش تتفضّل
tit3ashsha baHDā:ya! تتعشّى بحذايا!

il yu:m bāsh timshi اليوم باش تمشي
tufTur m3aya تفطر معاي.

hayya nimshi:w nushrbu هيّا نمشيو نشربو
Haja! حاجة!

āsh ta3mil? آش تعمل؟

hu:wa yji: minnu: هو يجي منّو
inti dhi:fi انت ضيفي

insha:llah! إن شاء الله!

SPEAKING

bahi, bark allahu fi:k باهي. بارك الله فيك

maDa biyya, ama 3andi ماذا بيّاء أما عندي
ma na3mil; xalli marra ما نعمل. خلّي مرّة
uxra insha:llah! أخرى. إن شاء الله!

samaHni, tawwa ma سامحني. توّة ما
najjimsh نجّمش.

bāsh nxallaS باش نخلّص

tnajjim tji: m3a تنجم تجي مع
issitta w nuSS? الستّة و نص

READING

WRITING

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GRAMMATICAL FOCUS

Question words
ash آش.....

The future

Structures like
hayya هيّا
huwa yji: minnu هوّي يمشي منّو

Declension of prepositions & adverbs

CULTURAL NOTES

When invited, some Tunisians take some fruits or cakes to their host families.

Tunisians often offer to treat friends; it is not customary for each to pay for himself/herself.

One should expect hosting families to insist that their guests eat from everything, even food they do not like. Diplomacy in finding a way out should always be remembered.

Some families still eat from the same dish and drink from the same glass.

One is expected to wait for tea to be served before leaving.

VOCABULARY

Nouns
fTu:r فطور
3sha عشا
sitta ستّة
nuSS نصّ
dhi:f ضيف

modal
ynajjim ينجّم

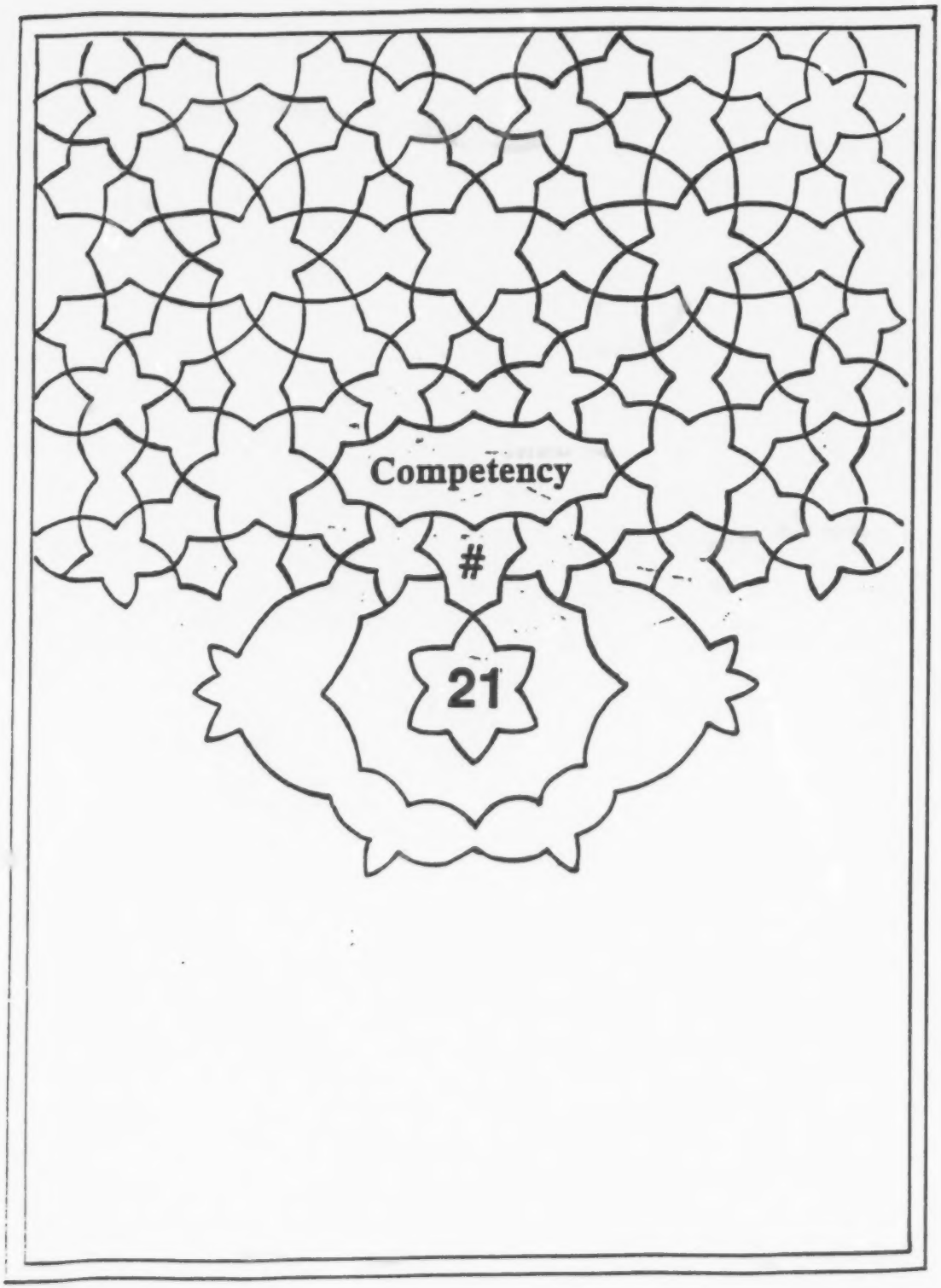
Verbs
yit3ashsha يتعشّى
yufTur يفطر
yushrub يشرب
yxalliS يخلّص
ya3mil يعمل
yitfaqhqhil يتفقهل
yxalli يخلّي

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book


Competency
#
21

TOPIC: POLICE

COMPETENCY: REQUEST AND GET EMERGENCY HELP
GOAL

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING

ās<u>h</u> bi:k? آش بيك؟

ma txa:fi<u>sh</u>! ما تخافش!

<u>sh</u>bi:k la bā:s? شبيك لابلس؟

SPEAKING

ijri:will /Sa:Hbi da:x اجري ولي/صاحبي داخ
_____/Sa:Hbi <u>dh</u>arbu _____/صاحبي ضربو
il kurun/i<u>dh</u><u>dh</u>aw الكرونة/الضو

ta3mil mziyya nhuzzu:h تعمل موتة نهزوه
lil isti3ja:li للاستعجالي

Ta:Hit 3liyya madriyya, طاحت علي مدرية
w ma najji<u>sh</u> na:qif 3la وما بجيش ناقف عل
sa:qi, y3ay<u>sh</u>ik uTlub ساقي يعيشك اطلب
il ida:ra w qul lhum الي اتمارة وقول لهم

lis3itni 3aqrab لسعتني عقرب

hizni lil bu:sTa, y3ay<u>sh</u>ik حزني للبوسطة يعيشك
nHibb na3mil talifu:n نحب نعمل تلفون

da:ri tsarqit, tim<u>sh</u>i دارو تسرقت تمشي
m3aya lil markiz, y3ay<u>sh</u>ik معايا للمركز يعيشك
<u>sh</u>i3lit inna:r fi da:ri شعلت النار في دارهم
uTlub il Hima:ya, fi:sa3 اطلب الحماية فيسع

READING

WRITING

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GRAMMATICAL FOCUS

Question words
- aSh آش.....

The imperative

The passive
- tHarqit ترقيت
- tsarqit تسرقيت

The past tense

Prepositions

Interjections

CULTURAL NOTES

Firemen do not leave their department before making a check-up call of the number they were given.

It is always good to have one's ID when going to the police station or the Emergency.

Even at the Emergency, one sometimes has to wait.

A first aid common practice in rural areas is to cut the scorpion sting out with a knife to get the poison out.

VOCABULARY

Nouns
- Sa:Hib صاحب
- madriyya مادريّة
- sa:q ساق
- busTa بوسطة
- talifu:n تلفون
- ida:ra ادارة
- da:r دار
- markiz مركز
- shurTa شرطة

Verbs
- yhizz يهز
- yxa:f يخاف
- yTi:H يطيح
- yilsa3 يلسع
- yuTlub يطلب
- yqu:l يقول
- yisraq يسرق

Adverbs
- fi:sa3 فيسع

REFERENCE BOOKS

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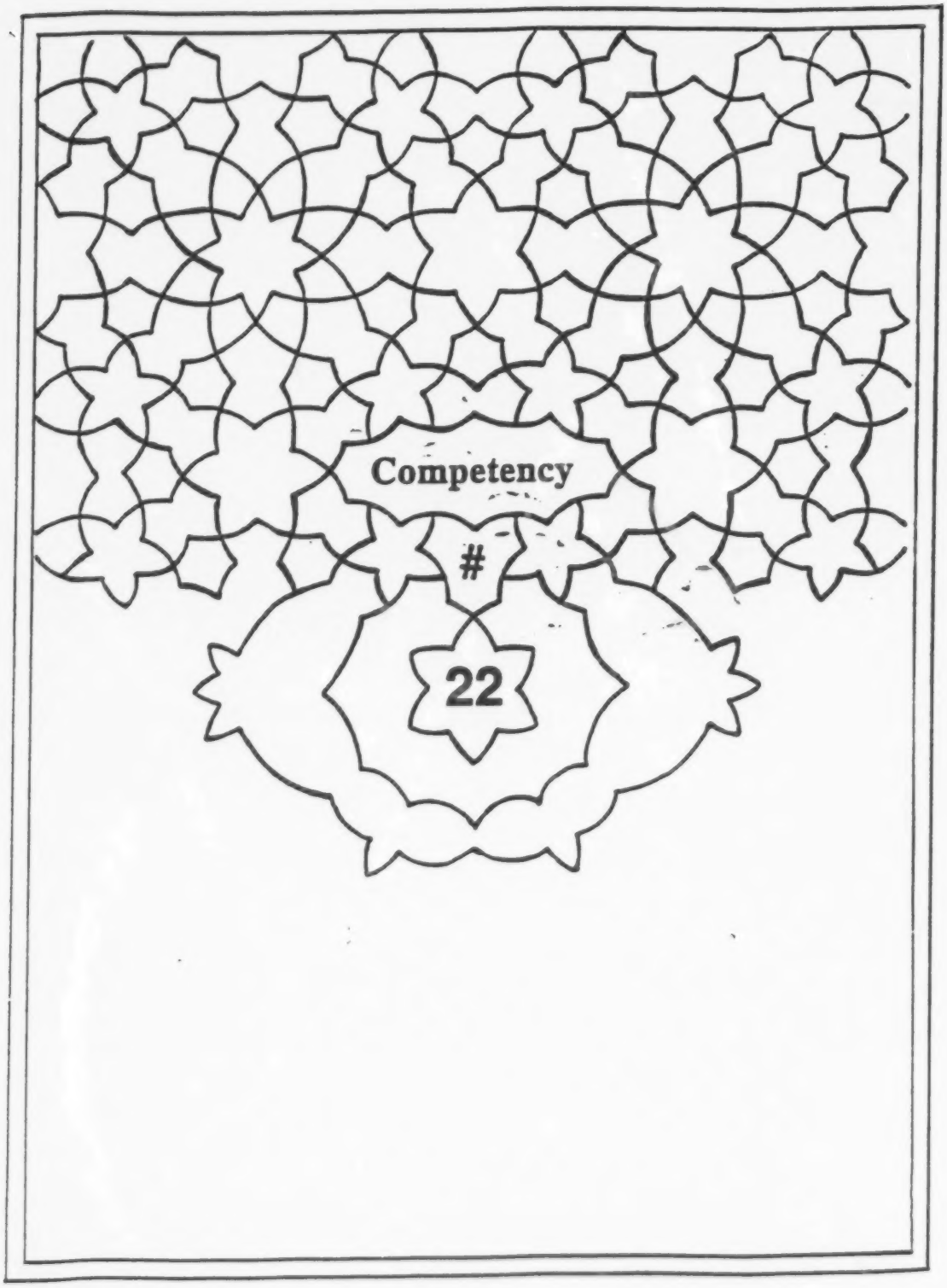
Competency
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22

TOPIC: SHOPPING

COMPETENCY: PURCHASE CLOTHING
GOAL

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING

i:h, 3andna ايه، عندنا
la, ma 3andnā:sh لا، ما عندناش

azraq fā:taH walla gha:maq? أزرق فاتح ولّا غامق؟

3andna, shnuwwa itta:y illi tHibb? عندنا، شنو الّتي اللي تحبّ؟

tfadbdbil تفضّل

thni:n w 3ishri:n dina:r اثنين وعشرين دينار

la ma 3andnāsh لا، ما عندناش

biTbi:3a! بالطبيعة!

warri:ni nshu:fi! وريني نشوف!
Hlu, ja qaddik حلو، جاقدك

SPEAKING

3andkum/swā:ri? عندكم/سوارة؟
_____/srā:wil? _____/سراويل؟

3andkum fil mudal ha:Da fil azraq? عندكم في المدل هاذ في الأزرق؟

fā:taH فاتح

arb3i:n أربعين

bqaddā:sh? بقدّاش؟

ma 3andkumsh srā:wil Suldi:? ما عندكمش سراويل جولدي؟

najjim nqi:s? نجّم نقيس؟

shnu ra:yik? شنو رايك؟

READING

tikiyā:t il aswa:m تكيات الأسوام
Su:ld صولد
rimi:z رميز

WRITING

lista mtā:3 ilHwā:yij ليستة متاع الحوايج

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GRAMMATICAL FOCUS

Question words
bqaddāsh ... بقداش
shnu ... شنو

Yes/No questions

The interronegative

The present tense

The plural

Declension of
qad ... قد

CULTURAL NOTES

- Prices in stores include (VAT) tax; it is not like the States where tax is added to the prices of items purchased. Prices in stores can not be negotiated.

- Sizes all over the country are European (continental) not American, and only imported items have both.

VOCABULARY

Nouns
sirwā:l ... سروال
suriyya ... سرعة
mudā:l ... مدال
dina:r ... دينار
ta:y ... تاي
ra:y ... راي

Verbs
ywarri ... يوري
yshu:f ... يشوف
yqi:s ... يقيس

Adjectives
azraq ... أزرق
qha:maq/fā:taH ... غامق/فاتح
Suldi ... صولدي
Hlu ... حلو
qad ... قد

Adverbs
biTbi:3a ... بالطبيعة

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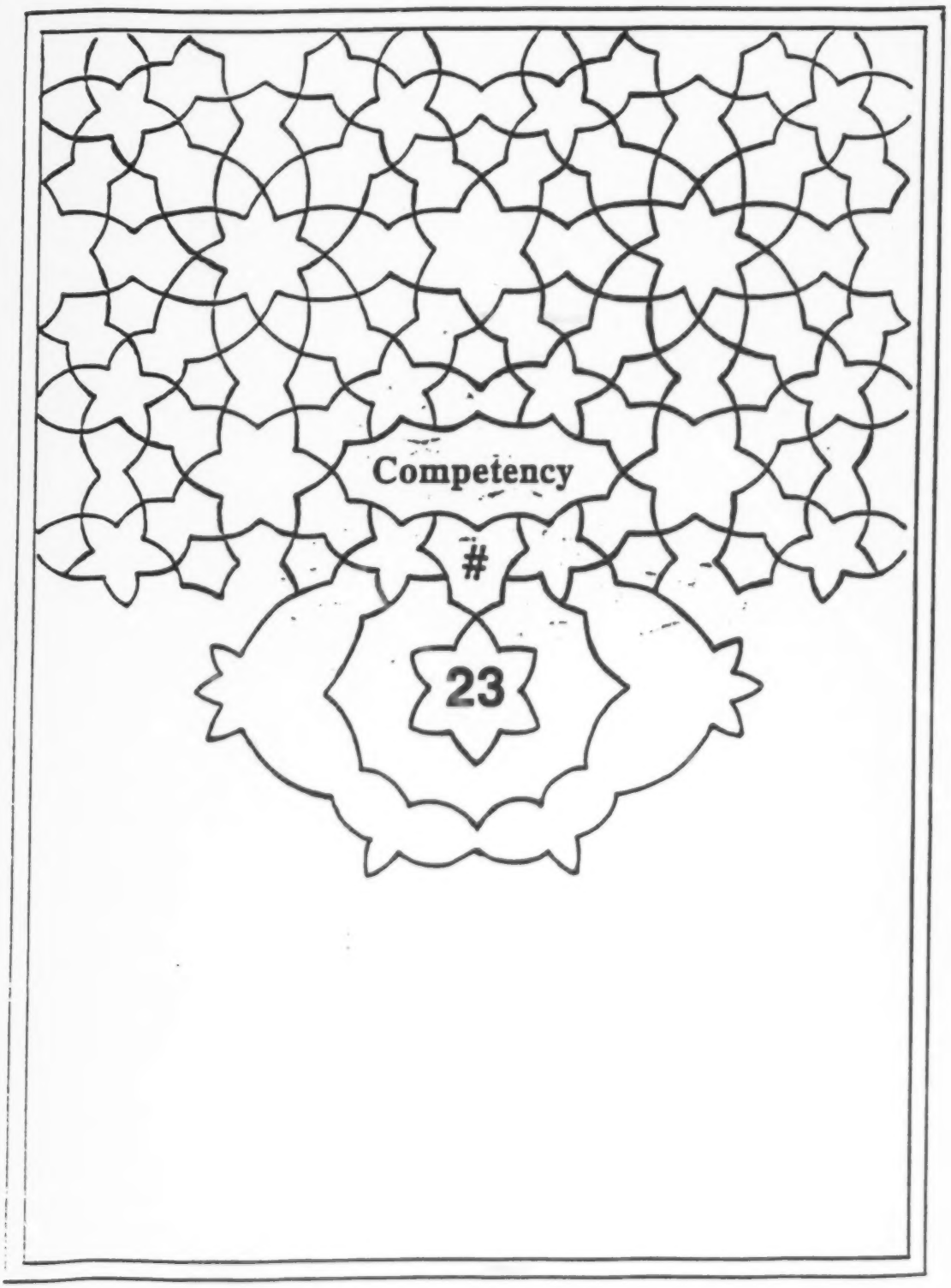
Competency
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23

TOPIC: OPINION TALK

COMPETENCY: RESPOND APPROPRIATELY IN POLITICAL AND RELIGIOUS DISCUSSIONS
GOAL

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING	***SPEAKING***
3lā:sh ma tislimsh? عالش ما تسلمش؟	rabbi yahdi, w kull wā:Hid w di:nu ربي يهدي وكل واحد ودينو
shnu rayik fi syāsit tu:nis? شنو رايك في سياسة تونس؟	is syāsa fi blā:di ma thimni:sh, xalli fi blā:dik السياسة في بلادي ما تهمنيش خلي في بلادك
shnu rayik fi /Clinton? شنو رايك في كلنتن _____ /Bush? _____ بوش؟	rayi mush muhim رأيي موش مهم
shnu rayik fi syāsit amarika fil 3a:lam? شنو رايك في سياسة أمريكا في العالم؟	niHtfadh b rayi نحتفظ برأيي
	xallina naHki:w 3la Haja thimna, ama is syāsa/ id di:n 3andhum mwālli:hum خلينا نحكيو على حاجة تهمنا، أما السياسة/ الدين عندهم موالهم

READING	***WRITING***

GRAMMATICAL FOCUS

Question words
3ash عـلـش...

Prepositions
3la على...
fi في.....

The negative form

The present tense

Structures like
nHtfadh b ra:yi نتفظ براي
xalli خلي...

CULTURAL NOTES :

Arabic is the language of Islam and it is no wonder that people will ask anyone speaking that language to convert to Islam

Some people are inclined to talk about politics in general and the American policy vis-à-vis Arabs in particular.

VOCABULARY

Nouns
3a:lam عـالم
siyä:sa سياسة
ra:y رأي.....
rabb ربـ
di:n دين...
blä:d بلاد
mula مولى...

Verbs
yislim يسلم
yahdi: يهدي
yaHki: يحكي...
yhimm يهم
yiHtfadh يتفظ
yxalli: يخلي...

Adjectives
muhimm مهم

Conjunctions
amma: لما

REFERENCE BOOKS

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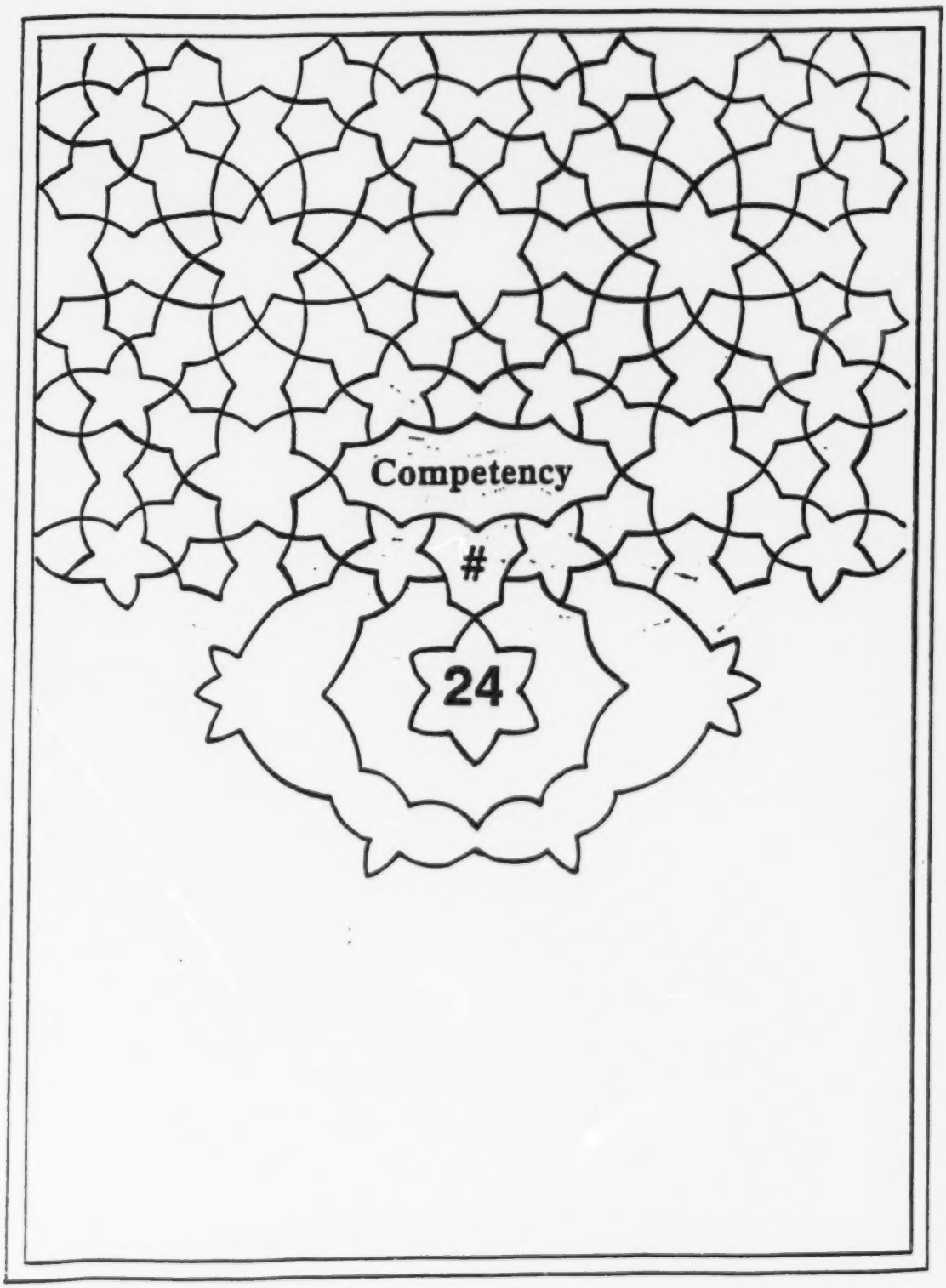
Competency
#
24

TOPIC: HEALTH AND ANATOMY

COMPETENCY GOAL: DESCRIBE COMMON AILMENTS

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING

shbi:k la bā:s؟ شبيك لابس؟

mā ri:tish fatHi il yu:m؟؟ ما ريتش فتحي اليوم

3andik barsha mri:dh؟؟ عندك برشا مريض؟

inshallah la bā:s! ان شاء الله لابس!

SPEAKING

xashmi yijri خشمي يجري

kirshi tijri كرشي تجري

grā:jmi yaHrqu قرايمي يحرقو

ra:si yu:ja3 راسي يوجع

la, ma jā:sh; yudhhurlí/ لا، ما جاش؛ يضحولي

bidhdha:hir mri:dh بالضاهر مريض

tawwa 3andi thlātha ayyā:m توا عندي ثلاثة أيام

w āna na3Tas w nkuH وانا نعطس ونكح

READING

WRITING

GRAMMATICAL FOCUS

Question words
ʃsh آش...

Structures like
dbahirli/bidbdba:hir خالولي/بالخالو

The past tense

The interronegative

The present perfect
3andik barsha عندكبرشة
tawwa 3andi توعندي

CULTURAL NOTES

Tunisians use euphemistic language when enquiring about someone's health or talking about diseases

Quite a lot of people do not go to a practitioner unless they are very sick

VOCABULARY

Nouns
yu:m يوم
Parts of the body
ra:s راس
sā:q ساق
kirsh كرش
3l:n عيون
grā:jim قراجم

Verbs
yra يرى
yu:ja3 يوجع
ya3Tis يعطس
ykuHH يكح
yaHraq يحرق
yijri: يجري

Adjectives
mri:dh مريض

Adverbs
tawwa توة

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

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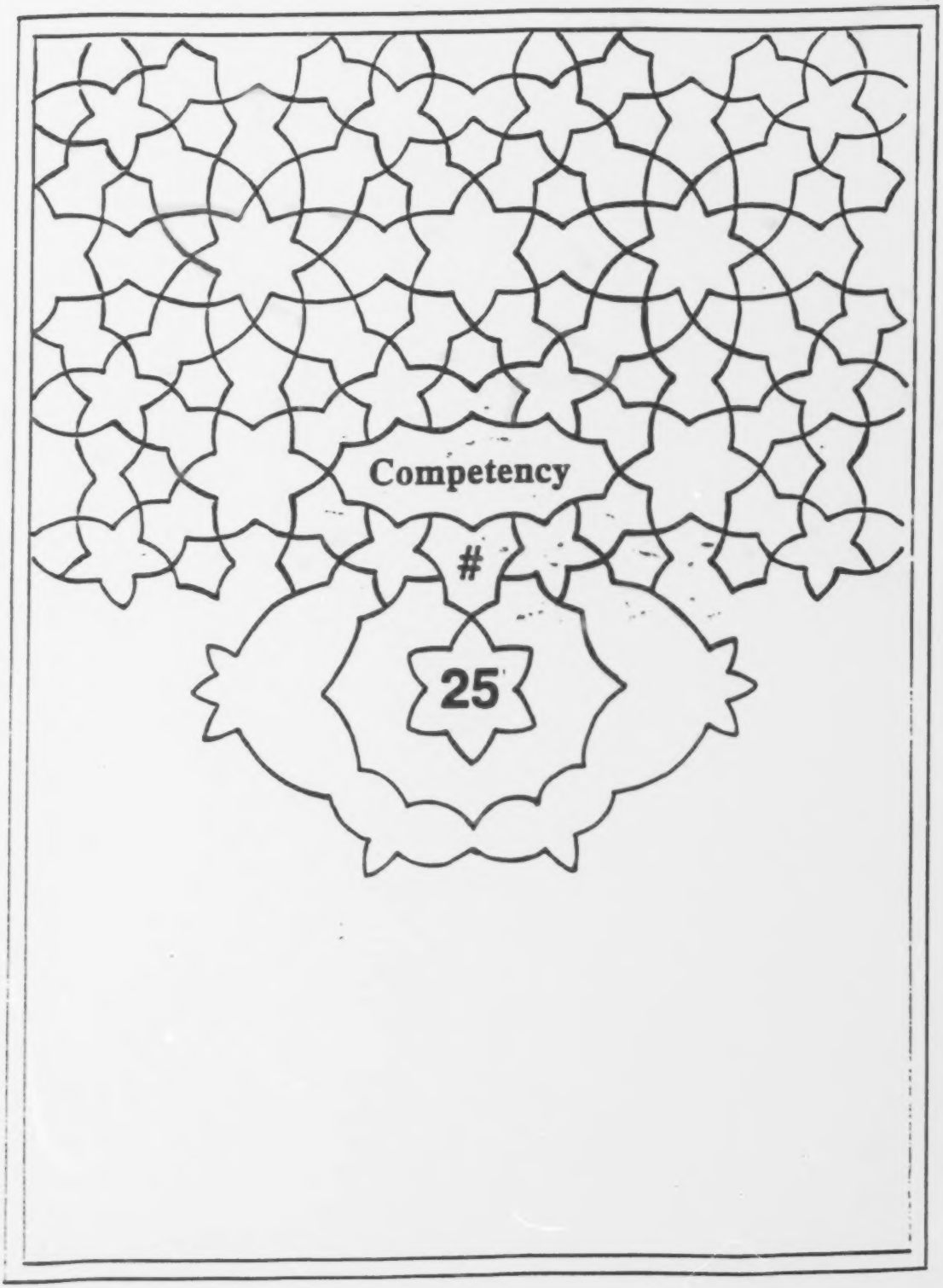
Competency
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25

TOPIC: HOUSING

COMPETENCY: MAINTAIN A HOUSE/APARTMENT AS RELATES TO CONTRACTS, MOVING IN,
GOAL PAYING RENT AND BILLS

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING

yilzmik tiqra
il kuntratu qbal
w tifhim ish shuru:T

yilzmik tidfa3 il kra
Hasb ish sharT illi
fil kuntratu

il ma w idbdbaw mush
dāxli:n fil krā

la, yilzmik tshā:wir
il mallā:k qbal

yilzmik txalliS il ma
w idbdbaw fil waqt ma
kānsh yquSSuhum 3li:k

waqt ma tHibb
fi wxir ish shhar

SPEAKING

il ma dā:xil fil krā?

najjim nkassir il Hi:T hāDa?

waqtāsh najjim naqqil?

READING

annu:ns
dyā:r lil krā

WRITING

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GRAMMATICAL FOCUS

Question words
waqtā:sh وقتاش

Structures like
āna أنا
xalli خلّي

Relative pronouns
illi اللي

Demonstrative pronouns

Modals

The present tense

CULTURAL NOTES

One should be home the day the man from the electric or water company comes to do the meter reading, otherwise the amount of money will be approximate to the previous o

Rents are more expensive in big cities than smaller towns. In rural areas it is very cheap to rent a house.

An unmarried couple sharing a house is not a common practice in Tunisia; in fact it is not accepted.

VOCABULARY

Nouns
kuntratu كنتراتو
sharT شرط
krā كرا
dhaw ضو
mallā:k مالك
Hi:T حيط

Adverbials
fi (i) l waqt في الوقت

Verbs
ynajjim ينجّم
yHawwil يحوّل
yiqra يقرا
yifhim يفهم
yshā:wir يشاور
yquSS يقص
ykassir يكسر

Adverbs
ma kā:nish ماكانش

REFERENCE BOOKS

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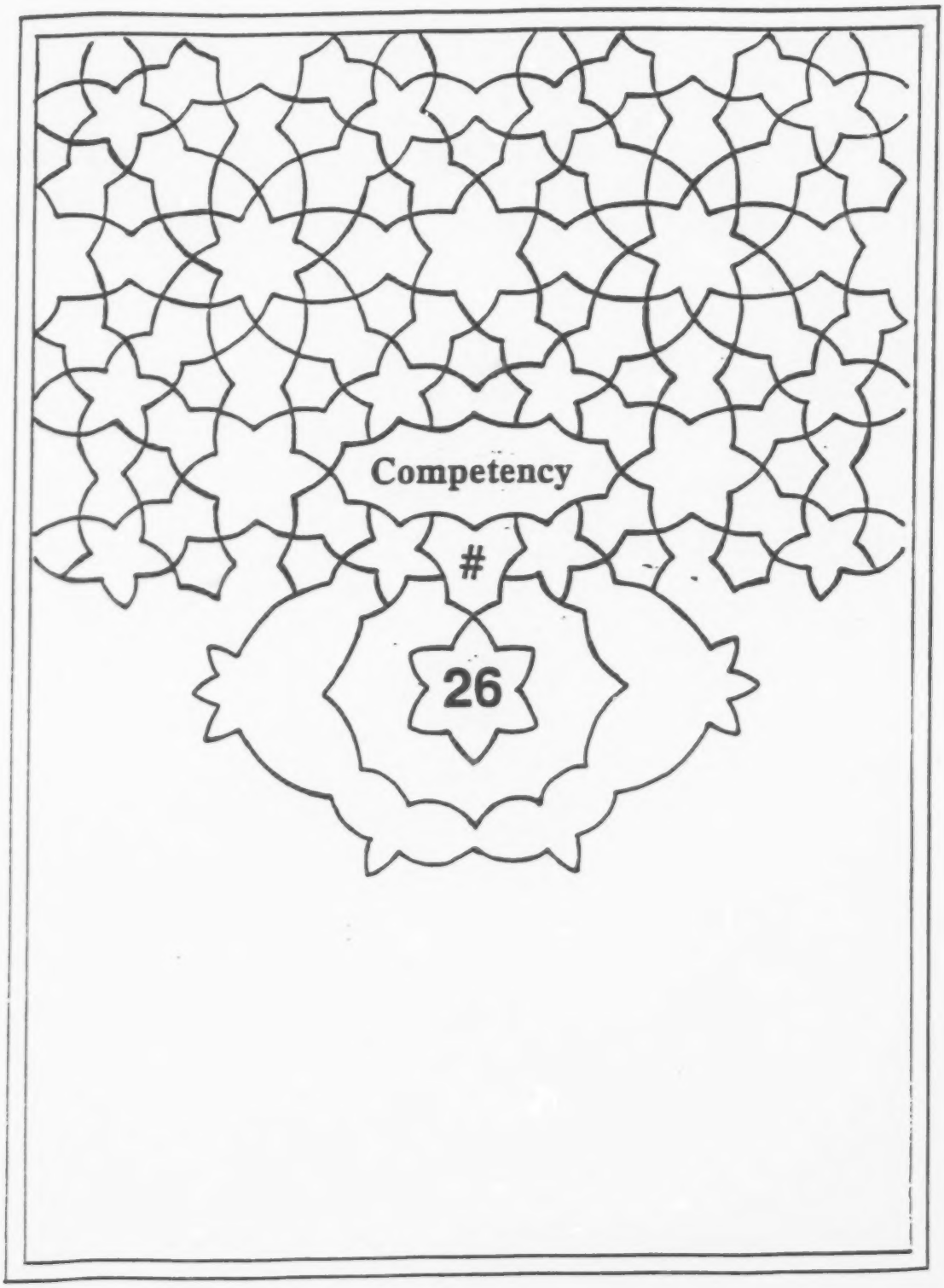
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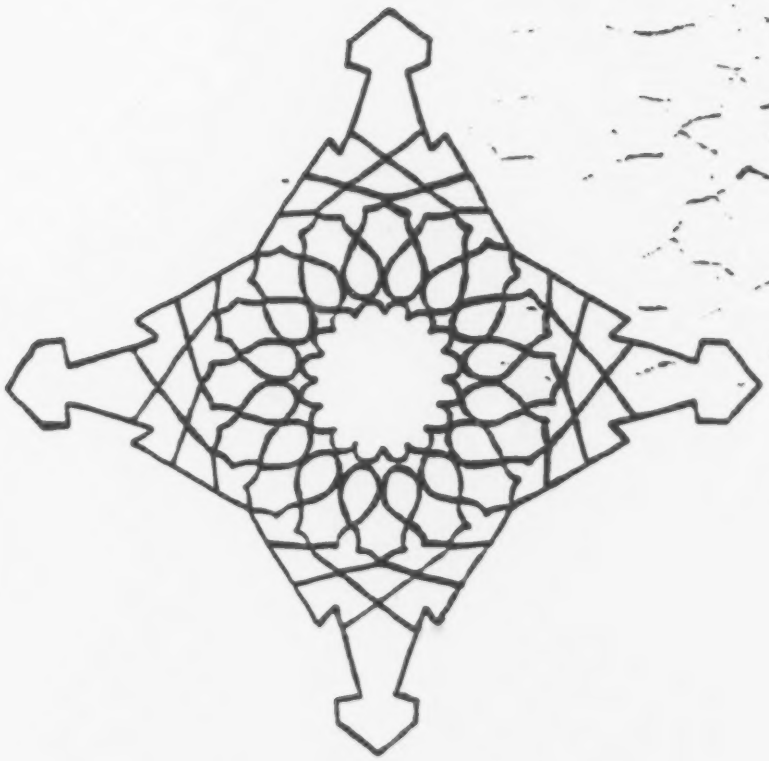

89

TOPIC: FOOD AND DRINK

COMPETENCY GOAL: DESCRIBE BASIC KITCHEN UTENSILS AND THEIR USE

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING

3andik /kuku:t? عندك/كوكوت؟
____ /sḥqa:la kbi:ra? شقالة/____ كبيرة؟

wi:n bāsḥ tqḥalli ويش باش تقلي
il maqaru:na? المقرونة؟

w bāsḥ tSaffi:ha? وباش تصفيها؟

wi:n tTayyib iTTaji:n? وين تطيب الطاجين؟

SPEAKING

i:h, 3andi ايه عندي
la, ma 3andi:sḥ لا ما عنديش

fil maqfu:l في المقفول

bil kiskā:s بالكسكاس

fil fu:rma في الفورمة

yilzimni: sḥawwā:y يلزمني شواي
w kisā:n وكيسان

READING

il aswā:m السوام

WRITING

GRAMMATICAL FOCUS

Question words
- bā:sh مباش
- wi:n وين

The future

The negative

Modals

Prepositions
- bi ب
- fi في

The past tense

CULTURAL NOTES

Typical dishes have their typical pots, e.g. kuskus

It is still a common practice in certain regions of the country that engaged women buy a lot of kitchen utensils as their contribution to the marriage.

VOCABULARY

Nouns
- kuku:t كوكوت
- shqa:la شقالة
- maqaru:na مقرونة
- Taji:n طاجين
- maqfu:l مقفول
- kiskā:s كسكاس
- fu:rma فورمة
- kā:s كاس
- shawwā:y شوّاي

Verbs
- yghalli: يغلي
- ySaffi: يصفى
- ytayyib يطيب
- yilzim يلزم

Adjectives
- kbi:r كبير

REFERENCE BOOKS

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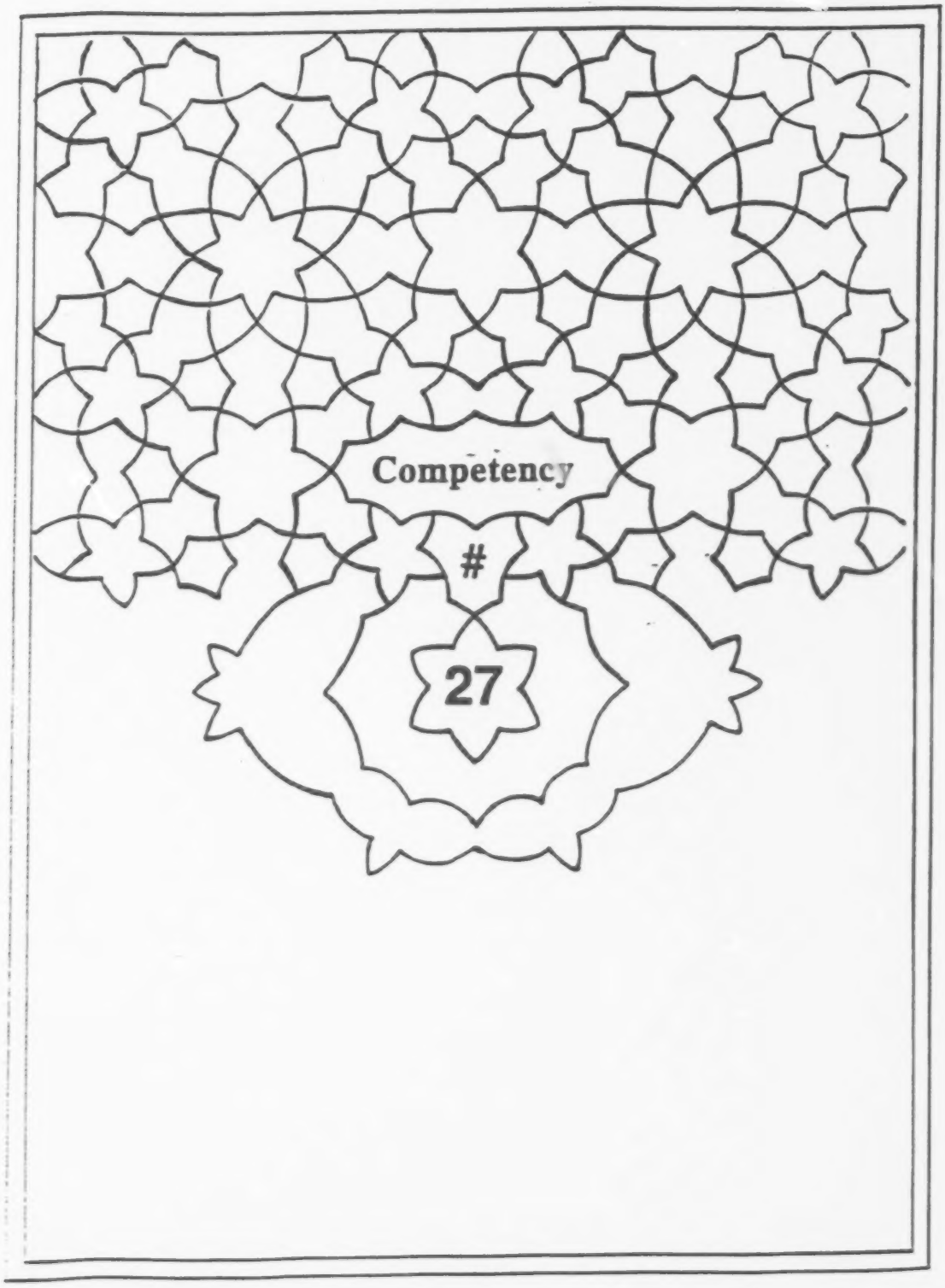
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TOPIC: POLICE

COMPETENCY: RESPOND TO POLICE IDENTITY CHECKS
GOAL

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING	***SPEAKING***
ta3Ti:ni awra:qik, تعطيني أوراقك min fadhlik? من فضلك؟	tfadhdhil, hā:Di il kart تفضل هاذ الكارت d siju:r د سجور
āsh ta3mil fi tu:nis? آش تعمل في تونس؟	āna mitTawwa3 fi hayit أنا متطوع في هيئة issalā:m السلام
wi:n mā:shi? وين ماشي؟	mā:shi l Sa:Hbi fi jirba ماشي لصاحبي في جربة
tfadhdhal awra:qik, تفضل أوراقك Tri:q islama طريق السلامة	bark allahu fi:k بارك الله فيك

READING | ***WRITING***

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GRAMMATICAL FOCUS

Question words
- aSh آش
- wi:n وين

Polite question forms
- ta3Ti:ni __ y3aysbik? تعطيني __ يعيشك؟

Possessive pronouns
- mtā:3i متاعي
- mtā:3ik متاعك

Present participle of some verbs
- mā:shi ماشي

Demonstratives
- hāDa (m.)/hāDi (f.) هاذا/هاذي
- hāDāka (m.)/ hāDika (f.) هاذاك/هاذيك
- haDu:ma (pl.) هادوما
- haDu:kum (pl.) هادوكم

CULTURAL NOTES

The police ask for ID cards to check those who have not done their military service and engage them

ID cards check ups are also done with drivers to verify that they have paid car tax

In situations like a fight, or a skirmish at the stadium, the police may ask for ID cards

VOCABULARY

Nouns
- warqa ورقة
- ka:rt كارت
- siju:r سجور
- Sa:Hib صاحب
- hayia هيئة
- mutTawwa3 متطوع

verbs
- ya3mil يعمل

REFERENCE BCOKS

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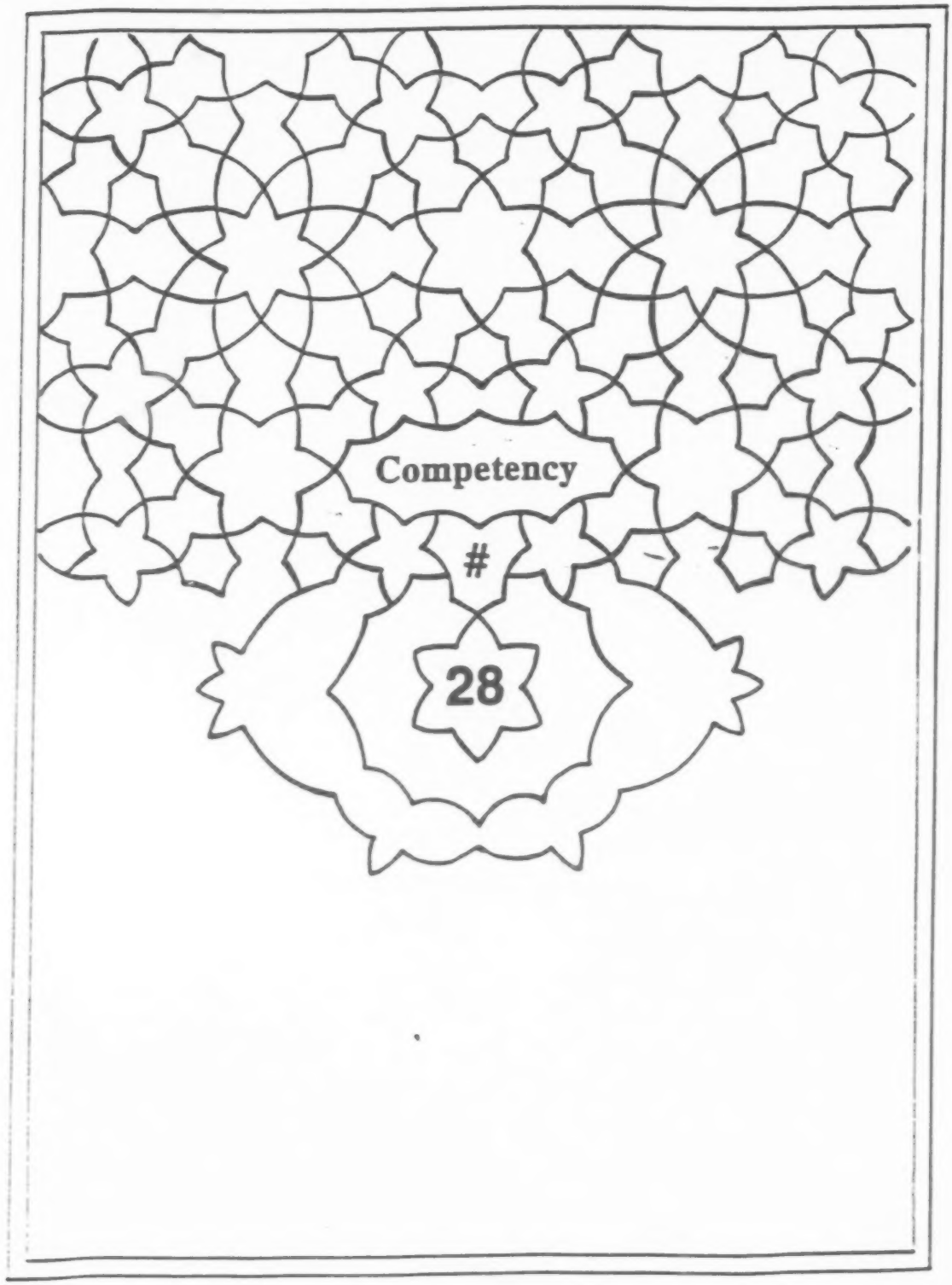
Competency
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TOPIC: SHOPPING

COMPETENCY: BARGAIN APPROPRIATELY

GOAL

OBJECTIVE: *UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES*

LANGUAGE AREAS

LISTENING	***SPEAKING***
b xams miyā:t alf بخمس ميات ألف	xu:ya, b qaddāsh خمسين بقداش haz zarbiyya? هاذ الزربية؟
la mush gha:lya, 3la xa:Tir sil3a bāhya لموش غالية، على خاطر سلعة باهية hayya b qaddāsh هيّا بقداش tsā:3dik? تساعدك؟	gha:lya barsha/yā:sir غالية برشة/ياسر thātha myā:t alf ثلاثة ميات ألف
la shwayya, nxalli:hā: لا شوية نخليها lik b arb3a myā:t alf لك بأربعة ميات ألف	zi:d TayyaH li: shwayya زيد طيّح لي شوية
la, akahaw لا، أكهو	tawwa na3mil du:ra توّا نعمل دورة w nshu:f ونشوف ___
shu:f fi 3aqlik! شوف في عقلك!	

READING	***WRITING***
Ta:ba3 il garanti طابع القرانتي	

GRAMMATICAL FOCUS

Question words
bqaddāsh بقدّاش...

The imperative

The present

Structures (I am going to) in Arabic
taw(wa) + verb in the present

CULTURAL NOTES

Bargaining is accepted in open markets, but not in stores or malls

Artisans in the suks may try all possible ways to sell their goods and insist a lot: diplomacy is required in such situations

VOCABULARY

Nouns
zarbiyya ضربية
mya مية
alf ألف
thlātha ثلاثة
du:ra دورة
sil3a سلعة
arb3a أربعة

Verbs
yTayyaH يطيح
yshu:f يشوف
ysā:3id يساعد
yxalli يخلي

Adjectives
ghā:li غالي
bā:hi باهي

Intensifiers
yā:sir/barsha ياسر/برشة
shwayya شويّة

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book

EVALUATION OF TRAINEES' PROGRESS

Accurate evaluation and self-assessment are essential in any educational program. It is hence very important to assess trainees in the Competency Language program as the performance of competencies is observable.
For example the competency: "Exchange Appropriate Ritualistic Greetings". One could ask: "can the trainee exchange greetings during appropriate times of the day?" The critical question in teaching competencies is to what extent can the trainee succeed. That question may be answered by language instructors, Language and Technical Coordinators as well as trainees themselves. The following techniques (both formal and informal, formative and summative) represent a variety of ways to gather data on trainee progress:

Daily evaluation
Based on their observation of trainees' participation, instructors evaluate Trainees daily after each language competency. This evaluation is put on record in each trainee' s file for follow-up and future reference.

Scavenger Hunt
The idea behind this technique is to observe the performance of competencies, as well as, to have fun. Trainees are given a list of concrete tasks and questions meant to encourage them to review competencies. Sample questions might be:
a) Find out from the grocer what time he closes.
b) Ask the maid how many children she has.
Trainees share answers when they return to class and the instructor serves as a facilitator.

Conference
The purpose of this technique is to give the opportunity for language instructors and/or Coordinators and trainees to talk privately. Coordinators and/or instructors can meet with trainees to discuss progress, strategies and techniques or feelings about the new language.

Interviews
Weekly interviews of trainees are made by their correspondent instructors and records are kept in trainees' files. These interviews help in weekly group assignment of trainees and future follow up, i.e. tutoring.